DOCUMENT RESUME

ED 273 491 SE 047 193

AUTHOR Pemberton, Dixie Ann
TITLE Response: Five-Year Plans of the Alliance for Environmental Education, 1985-1990.
INSTITUTION Alliance for Environmental Education, Inc., Washington, DC.
PUB DATE 86
NOTE 33p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Environmental Education; Long Range Planning; Organizational Communication; *Organizational Objectives; Organizations (Groups); *Planning; *Professional Associations; Surveys
IDENTIFIERS *Alliance for Environmental Education; *Environmental Education Programs

ABSTRACT

The expectations and plans of the Alliance for Environmental Education (AEE) for the years 1985-1990 are contained in this report. Discussion focuses on: (1) a description of the Alliance (including questions and answers based on what AEE's previous presidents expressed about the organization's accomplishments and activities); (2) AEE's five-year plans (identifying programmatic goals and tasks in the areas of internal and external communication, networks and organizational growth, and alliance staff and funding); and (3) pertinent information presented in three appendices (consisting of the Alliance's articles of incorporation, bylaws, survey plans and interview transcripts of past AEE presidents, and a listing of present organizations affiliated with the Alliance). (ML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED273491

RESPONSE

Five–Year Plans of the Alliance for Environmental Education

1985–1990

ALLIANCE FOR ENVIRONMENTAL EDUCATION

SE 047 193

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alice Ann Pemberton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RESPONSE

FIVE-YEAR PLANS OF THE ALLIANCE FOR ENVIRONMENTAL EDUCATION

1985-1990

History and Design of Study
Interviews with Past Presidents
Results of Meetings Of:
Past Presidents and Executive Committee
February 18-March 3, 1985
Meeting of Board of Directors
June 10-11, 1985

Study Coordinated by, reports written by:

Dixie Ann Pemberton, Ph.D.
Horn Point Environmental Laboratories
University of Maryland
Cambridge, Maryland 21613

ALLIANCE FOR ENVIRONMENTAL EDUCATION
Box 1040; 3421 M ST., N.W.; Washington, D.C. 20007

ACKNOWLEDGMENTS

The author is more than usually indebted to others in making this study a reality, especially to John R. Paulk, who has supported this effort since its inception in spring, 1984. The author is also indebted to the past and present directors of the Alliance, especially June McSwain, and to the men and women in environmental education across the country who reviewed the manuscript and whose experience permitted added insights and helped form the conclusions reflected in the text, particularly Jo Anne Young, Marilee J. Bradbury and Leonard M. Lansky. Much gratitude goes to Anna Ruth McGinn who has typed more versions and revisions in each phase than any author might reasonably expect.

Typeset directly from AEE's computer generated copy by Budget Printers and printed by Budget Printers, Gaithersburg, MD

TABLE OF CONTENTS

Foreword iv
Introduction to RESPONSE 1
Section I. The Alliance and its RESPONSE 1
What is the Alliance? 1
Which organizations have participated in the Alliance? 2
How is the Alliance run? 2
What are the major accomplishments of the Alliance? 2
What was the approach to reviewing the operation and accomplishments of the Alliance? ... 3
What do past presidents say about the accomplishments and activities of the Alliance? 3
How do the past presidents evaluate AEE's situation? 4
What is their perception of the mission of the Alliance? 4
How well is the Alliance meeting its mission? 4
What can the Alliance do? 4
What about support? 4
How would you summarize what past presidents said? 5

Section II. Five-Year Plans 5
Introduction to Planning 5
Part A. Alliance Program to Improve Internal Communication 5
TASK 1. The Alliance Exchange 5
TASK 2. Design of Alliance meetings 6
TASK 3. Dialogue with affiliates 6
TASK 4. Interaction and survey 6
TASK 5. Computer networking 6
TASK 6. Nongovernmental organizations: members in the Alliance for Environmental Education 7
Part B. Alliance Program to Improve External Communication 7
TASK 7. Marketing environmental education 7
TASK 8. Design a campaign now 8
TASK 9. National legislation and enabling acts 8
Part C. Networks and Organizational Growth 8
TASK 10. Information and analysis support for restructuring the Alliance 8
TASK 11. Design, recommend and phase in a new structure 9
TASK 12. Enhancing leadership 9
Part D. Alliance Staff and Funding Now and in the Future 9
TASK 13. Develop a plan with options for the organization of AEE 9

Section III. Appendices 10
Appendix A. Articles of Incorporation and Bylaws 10
Appendix B. Transcripts of interviews with past presidents and executive director 14
Appendix C. Description of Alliance members and criteria and proceedures for participating in AEE 23

Foreword

We expect the environmental education interests of the affiliates to be served by the board of directors responsible for leading the Alliance for Environmental Education (AEE). These expectations are in this report entitled: RESPONSE.

The environmental education needs and interests of the affiliates of the Alliance are defined within the context of the larger environmental education (EE) community. These are expressed in the AEE activities incorporated in the organization's annual work plan developed by the executive committee for the board of directors. Plans for the next five years are included in this report entitled: RESPONSE. The process for developing these plans was somewhat different from the usual approach and deserve clarification.

Concerns emerging from the First National Congress for EE Futures at Burlington, Vt., in 1983 were expressed in a series of 36 recommendations. Most targeted the Alliance as the group responsible for implementation. A loose confederacy of organizations that have at least one nationally important environmental education program, the Alliance, with its present structure and economic status, is ill-equipped for such responsibility. At the same time, some of the leaders within AEE were expressing a strong interest in real change for the organization.

In light of this, the executive committee decided to recommend to the board of directors a survey of the past presidents of the Alliance, who through their service, know it well. They would examine AEE's past collaborative activities in order to develop coordinated EE policies and suggest future paths for the organization.

In June 1984, the board of directors unanimously supported such a survey in order to better understand the AEE — its history, successes and hardships — and to give more depth to future plans. In addition, they approved an exceptional expenditure of funds to bring the past presidents and the executive committee together to develop five-year plans outlining future work of the Alliance. The survey of past presidents only is summarized in Section I: The Alliance and its RESPONSE. The complete transcript of each interview can be found in the second appendix of Section III. This material became the working documents for the board of director's subsequent meeting with the executive committee.

Clarifying what is wanted and what commitments people will make to satisfy those needs were the first two essential steps that took place during the planning meeting held at the end of February 1985 at Horn Point Environmental Laboratories (HPEL) of the University of Maryland's Center for Environmental and Estuarine Studies in Cambridge. All past presidents and each executive committee member participated.

During the meeting, results of the earlier telephone survey with each of the past presidents were reviewed and conclusions and recommendations developed that clearly suggested what service programs the Alliance could offer to meet the needs of the environmental education community and of the AEE affiliates.

Section II includes the plans formulated at HPEL and reviewed in April and May 1985 by the board of directors and through them, by officers of the respective affiliates. At the annual meeting in June 1985 board members spent time sharing the results of that dual critique. The board members adopted the report of the past presidents' meeting substantively after making changes in the intent and goals of several tasks and altering the sequence of some and the thrust of others. Their suggestions relating to Sections I and II are incorporated in this RESPONSE.

We, the board of directors, recognize and understand the present crisis in EE and as loyal Americans also seek solutions to that problem. AEE has been a key mechanism in effecting EE literacy nationally. A study of its past successes and hardships form the basis for these ambitious plans that can build constructively on the past.

The effectiveness of this planning as captured in this document, however, depends on the affiliates and their support developmentally, strategically and financially. RESPONSE can only be as strong as each of us makes it.

The board of directors hopes that given this responsive document and the evidence and plans presented, each affiliate will reconsider and reaffirm its depth of future commitment and type of support it dedicates to environmental education and the Alliance.

Most five-year planning documents provide a mechanism for periodic assessment. They include evaluative statements indicating when and how the governing body will know the tasks have been carried out, the goals met. That component of any successful planning awaits the hand of the executive director, yet to be hired per the authorization of the board of directors, June 1985.

Dixie Ann Pemberton, Ph.D.
Associate Professor, University of Maryland
Secretary and officer, Alliance for Environmental Education

RESPONSE

Five-year Plans of the Alliance for Environmental Education 1985-1990

Introduction

This document has three sections. The first contains a description of the Alliance for Environmental Education (AEE),its planning efforts and a survey of its past presidents. Section I is arranged in a series of questions and answers based on what the past presidents of the Alliance say about AEE's accomplishments and activities.

Section II is a description of four programmatic goals and thirteen tasks to accomplish those goals. These were approved by the board of directors in June 1985 as AEE's official RESPONSE. RESPONSE can now lead the Alliance on a clear course into the future.

Section III contains several appendicies. These include the Alliance's articles of incorporation, bylaws, the plans for the survey of past presidents and transcripts of the interviews with them and a list of present organizations affiliated with the Alliance.

Section I. The Alliance and Its RESPONSE

This section is a presentation of early study material used by the board of directors to formulate a five-year plan for the Alliance for Environmental Education in June 1985. Some of the Alliance's problems are common to confederacies of organizations. Others come from its intent to function as a meeting ground, or interface, among organizations whose programs in EE grew either out of their members' concern for wildlife and natural resources, reaction to abuse in the environment, or whose broader constituencies are involved with many other priorities in education as well as EE.

This section is arranged in a series of questions and answers. It includes several documents of the Alliance, among them: promotional material, articles of incorporation, bylaws, publications, and survey results. The survey was developed to facilitate identification of strengths and weaknesses of the Alliance since its beginning, taking into consideration its limited funds and the volunteer nature of its staff, professional consultants, board members and past presidents.

These constraints and special considerations relative to the nature of the Alliance combined to create the planning assumptions and principles inherent in this document.

After a description of the Alliance and its accomplishments comes a discussion of what past presidents have to say about AEE.

WHAT IS THE ALLIANCE?[1]

Basic to any issue regarding environmental management or resource conservation is an informed public — a citizenry aware of the pressures on renewable and nonrenewable resources for a variety of uses, willing to explore all points of view and making informed decisions and supporting decisions with public actions.

Building a base of knowledge and a positive attitude toward the environment requires educational programs — formal ones through the schools and nonformal ones through a variety of media. These educational efforts must cover all aspects — scientific, technical, social, cultural, aesthetic, economic — helping citizens understand and harmonize the relationship of their needs within the ecosystem.

Elements in our society that can be identified as informed and interested in environmental affairs, hence environmental education, are:

- Governmental resource and education agencies at all levels
- Nongovernmental organizations
- Institutions in the formal education sector, from kindergarten through graduate education.

Each has expertise and a point of view important to an understanding of environmental problems.

The Alliance for Environmental Education was organized in the early 1970's. Dr. Robert Cook and others concerned with the future of environmental education secured funding from the Johnson Foundation (JF) and the University of Wisconsin at Green Bay where Cook was a faculty member. The funds were used to support invited representatives to meet at JF's Wingspread Conference Center to engage firsthand in constructive alliances in order to focus on ways their organizations could work together. Over the next ten months leaders within those organizations discussed and modified initiatives and proposals made by their representatives at the meeting. Thus the bylaws for the Alliance came into being, and once approved, legal incorporation[2] followed on December 5, 1972, in order to:

- Advance all phases of the science and art of environmental education and
- Encourage widespread implementation and coordination of effective environmental education programs and activities. (See Appendix A.)

[1]This information is found in the brochure: *Alliance for Environmental Education*, updated annually.

[2]Articles of incorporation were notarized the 27th day of November 1972, and certified by the Secretary of State for the State of Wisconsin, the 5th day of December, 1972. The three signatories represented the League of Women Voters: Ruth C. Clusen, the Conservation Education Association: Robert S. Cook, the University of Wisconsin: William H. Lynch, an attorney who also functioned as a first, part-time executive director for the Alliance.

WHICH ORGANIZATIONS HAVE PARTICIPATED IN THE ALLIANCE?

The following list shows all organizations that have ever been members of the Alliance. An asterisk (*) indicates those not participating in 1986.

Those organizations participate which have nationally important environmental education programs or purposes including trade associations, labor unions, professional societies, educational associations and others who serve the industrial sector.

American Association of State Colleges and Universities*
American Chemical Society
American Federation of Teachers
American Forest Institute
American Gas Association
American Institute of Architects*
American Nature Study Society
American Society for Environmental Education (formerly, Ecological Education)
American Association for Health, Physical Education and Recreation*
Association for Environmental and Outdoor Education*
Bolton Institute*
Boy Scouts of America
California Association for Environmental and Outdoor Education
Center for Environmental Education
Conservation Department/United Auto Workers Union
Conservation Education Association
Edison Electric Institute
Forum For the Advancement of Students in Science and Technology*
Foresta Institute for Ocean and Mountain Studies
Girl Scouts of the U.S.A.
Humane Society of the United States
International Council for Health, Physical Education & Recreation*
Izaak Walton League of America
League of Women Voters of the U.S.*
Massachusetts Audubon Society
National Association for Public Continuing and Adult Education*
National Association of Conservation Districts
National Audubon Society
National Council for Geographic Education
National Council for the Social Studies*
National Education Association
National Parks & Conservation Association*
National Science Teachers Association
National Wildlife Federation
The Nature Conservancy*
New England Environmental Education Alliance
New York State Outdoor Education Association
North American Association for Environmental Education (formerly, National)
Northeastern Environmental Education Development*
Pennsylvania Alliance for Environmental Education
Safari Club International Conservation Fund
Soil Conservation Society of America
State Organization of Environmental Education Coordinators Association*
Thorne Ecological Institute*
Western Regional Environmental Education Council
Wildlife Management Institute*
Zero Population Growth

The reasons for fluctuations in membership have varied from the demise of some organizations to the cancelation or deemphasis of EE as a program within others. Only one affiliate has ever dropped its membership due to dissatisfaction with the Alliance. After incorporation and within the first 20 months, the original memberships grew to a total of 24. The 31-organization membership today reflects an average membership of 30. There were also 31 members in 1977.

Today, as at its beginning, the Alliance is a service agency and transdisciplinary forum for participating organizations. (Article III: Section 1, Bylaws) Each brings its particular strengths and interests to the Alliance coupled with a commitment and resolve to contribute to the environmental literacy of Americans through formal and nonformal education that leads to a balanced view of society's environmental problems and solutions.

HOW IS THE ALLIANCE RUN?

The Alliance is governed by a board of directors consisting of one officially designated representative from each participating organization.

Criteria and procedures for joining the Alliance are updated periodically, most recently in August, 1983 (see Appendix III). Once a nongovernmental organization becomes a member, its president or other appropriate officer shall inform the president of AEE who its officially designated representative and alternate representative to the board of directors of the Alliance will be. The bylaws require that the representative normally serve for a period of three years and have full responsibility for acting in behalf of the organization he or she represents on all business or propositions to come before the board of directors of the Alliance (Article V. Section 5: Bylaws).

The board of directors meets annually to set the agenda in EE for the Alliance and to conduct all its business. This is based on what board members perceive the needs of the EE community to be and on what the affiliates are able and willing to put their resources into. (Article V. Sections 3 and 6: Bylaws).

Each June, the board elects from among its members a secretary and treasurer, two delegates at large and individuals who serve for four years as vice-president, president elect and immediate past president (Article V. Sections 8, 10, 11, 12, 19: Bylaws). These constitute an executive committee which meets quarterly to facilitate the programs the board sets for the Alliance (Article V, Section 20: Bylaws).

WHAT ARE THE MAJOR ACCOMPLISHMENTS OF THE ALLIANCE?

Major activities and accomplishments of the Alliance from its spectrum of EE efforts include:

- Planning and coordinating a continuing series of national conferences designed to identify and implement a national strategy for environmental education:
  -Environmental Education Prospectives and Perspectives, July 6-9, 1975
  -North American Regional Seminar on Environmental Education, October 5, 1976
  -From Ought to Action in Environmental Education, March 28-30, 1978
  -National Congress for Environmental Education Futures: Policies & Practices, August 12-17, 1983
  (Proceedings of meetings available from Education Research Information Center/Clearinghouse for Science, Mathematics and Environmental Education, 1200 Chambers Road, Ohio State University, Columbus, Ohio 43212)
- Participating in the development of the document used by the U.S. delegation to the International Conference on Environmental Education, Tbilisi, USSR, 1976.
- Preparing a publication identifying Alliance member organizations and their environmental education programs (distribution through Education Research Information Center/Clearinghouse for Science, Mathematics and Environmental Education); update, 1985-86.

- Publishing "Effective Environmental Education Programs through Block Grant Money: A Planning Guide for Education Decision Makers" Winter 1983, and providing for distribution in each state.
- Publishing the *Alliance Exchange*, a newsletter covering the latest developments in the environmental education field for distribution to members and key decision-makers.

WHAT WAS THE APPROACH TO REVIEWING THE OPERATION AND ACCOMPLISHMENTS OF THE ALLIANCE?

Past presidents participated in all phases of Alliance activity. Having each served as an officer and on the executive committee for a minimum of four years, the study focused primarily on this living repository of information. Their perceptions and memories and critique constituted a review of the operations and accomplishments of the Alliance.

Preparations for interviews with past presidents included personal contacts by telephone inviting them to participate in the study and getting their suggestions. All agreed to participate and gave generously of their time. A mailing followed which included (1) a description of the phases in the study and a proposed role for past presidents; and (2) a page with the interview questions designed by social science professionals. In later telephone calls, schedules were set up including a time and date for the interview, and to get dates for a January or February 1985 meeting. In the final call, each past president responded to the set of questions (see Appendix B) including those about the mission of the Alliance, how it has evolved over the last 14 years and where they thought the Alliance ought to be organizationally and programmatically in the next 10 years. Each interview was taped, transcribed, and summarized and both the transcript and summary were sent to each interviewee for his/her review and comment. The questions and responses that follow are based on material in the summaries.

WHAT DO PAST PRESIDENTS SAY ABOUT THE ACCOMPLISHMENTS AND ACTIVITIES OF THE ALLIANCE?

Organized chronologically, the following information is based on the telephone interviews with past presidents of AEE.[3] The major accomplishments for a particular period are given for one or more presidencies and include a goal marked with an asterisk that they had not been able to achieve but would have liked to.

1972-74 (Kenneth Dowling)

1. The major tasks of the first years were mainly organizational including:
   - Setting up office at the National Wildlife Federation and building membership to 27 organizations by 1974.
   - Soliciting funds from organizations and commercial companies.
   - Developing a 501 (C) tax status, by laws and membership for the Alliance.
2. Initiated, designed and carried out the sponsorship of Earth Week.

*Had hoped to establish a permanent office in Washington, D.C., and to hire a full-time executive director and staff.

1974-75 (John Gustafson)

1. Initiated, designed and lead the 4-E product — Energy, Ethics, Economics and the Environment.
2. Developed and produced a series of filmstrip sets, the 4-E products.
   - Secured corporate funding to underwrite costs of the film strip; distributing film strip to some 20,000 teachers.
   - Realized sufficient proceeds from the film strip and corporate funding to be able to hire a part-time executive director, Jack Schnell.
3. Worked with the Western Regional Environmental Council to design the National EE Planning Conference, "Environmental Education Prospectives and Perspectives" held in Colorado.

*Had hoped to establish a permanent office and staff as well as to design better services for both the formal and informal educational sectors.

1975-77 (Rudolph J. H. Schafer, 75-76; C. Roth, 76-77; R. Schafer 77-78)

1. Membership in the Alliance grew to 30 organizations so that a broad representation of approximately 30 people became intimately involved in the EE affairs of the Alliance.
2. Three important conferences were held:
   - "Perspectives and Prospectives," July 1975: It brought together a group diverse in interest and expertise to establish a national concensus in EE. The networking which took place there led to the establishment of programs that are still in effect today.
   - "North American Regional Seminar on Environmental Education," October 1976: It provided direct input to the UNESCO conference that year; the success of the American delegation in Tbilisi was attributed to the excellence of the material AEE had developed. Thus AEE's national and international reputation was enhanced and its position recognized.
   - "From Ought to Action," March 1978 held in Washington, D.C.: It provided a mechanism for the EE community to expand environmental education to meet local, state and national needs.

     *Had hoped to bring in a permanent executive secretary with full-time office and staff support. AEE lost that opporunity when the *EE Report* was for sale. Few were convinced of the Alliance's need for the broad visibility that that kind of publication could bring.

1975-1978 (James E. Aldrich, executive director)

1. Through a series of conferences over a six-year period, a clear role emerged for the Alliance and the Alliance defined service activities important to its constituencies.
2. Publication of the *Alliance Exchange* and the *Instant Exchange*; preparation of proposals and working with AEE affiliates and other groups such as affiliates of the Smithsonian or Stanford Research Institute for the production and distribution of EE materials.

*Had hoped to bring the Alliance to the point where it was maintaining a staff and a vigorous presence in the environmental education field; but the affiliates clearly never made the work of the Alliance their own. The potential was there but we never seemed to be able to make it happen.

1978-1981 (June McSwain)

1. Initiated and developed a white paper that gave new direction to AEE. The process helped solidify the thoughts of the affiliates concerning the nature of subsequent programs in such a way that they are reflected in the Alliance today. The directions identified in the white paper may have even more validity in the context of the current political environment.
2. Followed up on the 1978 National Conference on Environmental Education. But regretably this happened in such a way that it became either a job of the executive committee or president of the Alliance.

*Had hoped to have the Alliance's affiliates be the agents responsibile for implementing "Ought to Action." In addition, a major goal of the conference was the formation of a network of affiliates at the state level to strengthen environmental education there. That initiative has not evolved into a viable and active presence within the Alliance.

[3]For history of this effort, see minutes of the executive committee (EC), June 1984; board of directors, June 1984; EC, September 1984 and January 1985, available from D.A. Pemberton, UMCEES/HPEL Box 775, Cambridge, MD 21613.

1981-1982 (Charles E. Roth)

1. Held the invitational symposium which launched the planning effort for the Congress in Burlington, Vt., a response to affiliates' petition to meet to learn what was happening with environmental education since "Ought to Action."

*Had hoped to get the larger affiliates of the Alliance to support the organizational efforts of the Congress both financially and with resources. Unlike the growth that might have been expected the Alliance has in fact, through time, become more the work of what presidents do during their particular term in office rather than providing or being a forum for EE organizations to work together on their common interests in EE.

1982-1983 (William Hammond)

1. Negotiated with Alliance affiliates as well as other EE groups to become sponsors of the Congress.
2. Assisted the Congress coordinator in making the Congress a success.

*Had hoped to clear up the problems associated with unusually high costs billed to AEE by an attorney for legal assistance during the contracting phase of the Congress. Clearly difficulties like this do arise, not a first for AEE, nor for volunteer organizations like AEE, where there are neither clear lines of responsibilities, nor are the tasks that are delegated, spelled out.

1983-1984 (John J. Padalino)

1. Coordinated and convened the "First EE Congress for Environmental Education Futures" in August of 1983.
2. Expanded the Alliance membership by four to include the New York Outdoor Education Association, the Pennsylvania Alliance for Environmental Education, the American Chemical Society and the New England Alliance for Environmental Education.
3. Managed closure on the Freeman issue concerning the contract the Alliance had with him for producing and marketing the filmstrips and tapes associated with the 4-E products.

*Had hoped to set up a network — an interactive, computer communication system among all affiliates including their executive officers and AEE directors; or at least the executive committee.

HOW DO THE PAST PRESIDENTS EVALUATE AEE'S SITUATION?

Past presidents were asked for three ways the Alliance is like, and different, from what they envisioned. The following section is a summary of the major points they made.

WHAT IS THEIR PERCEPTION OF THE MISSION OF THE ALLIANCE?

All past presidents view the Alliance as a forum for cooperation among organizations in order to generate new ideas, implement innovative suggestions and provide ways for nongovernmental organizations to interact with federal agencies. The Alliance provides this through its quarterly meetings and its interface with the Federal Interagency Committee on Education, sub-committee on EE. AEE continues to pull together organizations and individuals to share concerns and expertise and to develop a sense of direction for EE.

The Alliance was also envisioned as having a role in the arena where legislation can be shaped or impacted. Some of the same people who were instrumental in the passage of the Environmental Education Act in 1970, were key organizers in 1971-72 of the Alliance. That traditional thrust is carried out now in a modest way through the board of directors' legislative committee.

HOW WELL IS THE ALLIANCE MEETING ITS MISSION?

Past presidents said the Alliance is presently not very effective in realizing its mission. AEE differs now from what it had been envisioned in four ways. First, the Alliance is not a publicly recognized broker for EE. Its coordinating service for and among EE programs is now minor. Neither has it become a voice for EE, a voice which affiliates strongly support. The fact that AEE is still struggling financially reflects both problems, identity and significance. Now, AEE has neither an office, staff, nor even the support of an affiliate for receiving and responding to mail. Most said that if the Alliance's services were effective, AEE would be known and valued; the support, both financial and in-kind, would be there.

WHAT CAN THE ALLIANCE DO?

The Alliance needs to shape a clearer, stronger identity. Its membership is so diverse that affiliates like the National Education Association and National Wildlife Federation which have huge public memberships, cannot understand where and how the Alliance fits in with their scheme of events since only one of their several goals focuses on EE. Others, such as the American Chemical Society, are on the fringe of environmental issues within the educational community. The smaller environmental education groups, like the Conservation Education Association and American Nature Study Society, may have a clear idea what environmental education should be about, but have very little money of their own. Yet each has worked successfully with the Alliance over many years. Now, the Alliance is kept operational by these smaller groups with the financial assistance from the Edison Electric Institute and the service support of the Tennessee Valley Authority, University of Maryland's Center for Environmental and Estuarine Studies, National Association of Conservation Districts, and Soil Conservation Society of America. The first two of these, while non-members, are institutional supporters of EE and officers of the Alliance. Notwithstanding the support these provide to supplement dues, the public profile of the Alliance has substantially declined. Since 1980, with the exception of the Burlington meeting, AEE has had little impact on public policy for environmental education.

In addition to dealing with the primary problems of identity and significance, most past presidents said AEE must focus on the areas of visibility and communications. Many said that since 1980, AEE's communication has been too intermittent to serve as a forum to keep the needs of environmental education in front of the public. Communications must be improved among the affiliates, initiated with other nongovernmental organizations with EE programs, and the realities of the EE situation kept before the public. Better communication strategies and activities will strengthen the Alliance's service as a forum for diverse groups with a common interest in environmental education.

Finally, the Alliance must deal with the problem of continuity. As the Alliance tightened its belt in the late 1970's, giving up physical office space and not replacing staff, its service became only what a president or a few of the executive committee members could provide. What one president has as priority or ability and leadership for particular tasks, are not necessarily the same as that of the next president's. While the annual agendas are impressive, the energy, and the efforts of the presidents and executive committee, commendable, the Alliance never seems to get much done. Past presidents said the Alliance now lacks clear direction and tries to do too much, given the limitations in personnel and resources. The Alliance should chart a course and focus on a few functions compatible with that course and of high priority to affiliates. The Alliance must find a way to provide continuity for each effort it initiates.

WHAT ABOUT SUPPORT?

Early support for the Alliance and its activities came from various sources including government agencies, foundations, industry, labor and individual donors. A few continue to contribute strong institutional support. Financially, though, only Edison Electric Institute from the industrial side is active now, although others have been in the past. The Alliance should again court its community of affiliates; EE regional and state affiliations should be strengthened. Clearly the public profits and our affiliates profit

to the extent that the Alliance has resources to effectively promote EE. Funds from the Exxon Foundation, the Johnson Foundation and others supported services which built the national and international reputation of the Alliance from 1972 through 1980. Projects these funds supported produced revenue and that, together with the interest, generate the capital which carries the Alliance now. The Alliance needs new initiatives that do not compete with those of affiliates, and needs them now in order to rebuild support for environmental education.

HOW WOULD YOU SUMMARIZE WHAT PAST PRESIDENTS SAID?

The Alliance has lived up to expectations inasmuch as it has continued for more than a decade to provide a forum for universities, government and nongovernmental organizations to meet concerning EE. In the late 1970's, as a change occurred in U.S. educational priorities to move focus from the national to the regional and local levels, the Alliance responded to the trend. It opened its membership to state associations and actively encouraged their participation. This broadened networking, approved by the board in March 1978, shows up in the new kinds of members: Pennsylvania Alliance for Environmental Education, the New York State Outdoor Education Association and so on. Yet the Alliance falls short of its potential because it plays no clear national role in environmental education now; its state and regional members are too few. Past presidents urged the Alliance to say clearly and simply what it is it wants to do and communicate that to the affiliates. Effective EE programs, products or the resolution of the Alliance's institutional and resource problems will come about to the extent that the affiliates and those concerned with EE can find in the Alliance a way of enhancing their efforts in EE to achieve environmental literacy.

Section II: Five-Year Plans

Introduction to Planning

Past presidents of the Alliance for Environmental Education (AEE) as well as the present executive committee met for three days February 28-March 2, 1985 at Horn Point Environmental Laboratories (HPEL) of the University of Maryland Center for Environmental and Estuarine Studies, at Cambridge, Md. Support documents for this planning meeting included a summarized report based on interviews with past presidents, minutes of the executive committee preplanning sessions, and finally, the recommendations of the Burlington Congress (August 1983). These were all used at the meeting to analyze the Alliance's problems and successes, to examine organizational issues and to relate this information to the improvement of environmental education (EE) nationally. In the opening hours of the meeting participants used this material to produce a list of fourteen priority needs.

A wide variety of EE programs and responses to such needs are possible. Approved by the board in June 1985, the following description of four goals represents an overview of those EE initiatives that the members present at HPEL were willing and able to put their leadership and resources into. Together these constitute a proposed fundamental effort at marketing EE and the Alliance itself. Those present were reluctant to overcommit themselves or their organization. Nor were they willing to list tasks for the twenty board members not present or for the organizations with which they are associated without consultation. Both the goals and tasks are structured with the intent that the HPEL meeting initiate a process such that the specific nature of activities, involving both present and future members of the Alliance, can unfold over a five-year period in a realistic manner.

Some of the tasks and ideas were acted upon after approval by the executive committee in March 1985, in preparation for a thorough presentation to the full board of directors in June 1985. The leaders of each task were asked to develop a specific time frame in which to meet objectives, and develop a methology and schedule for each responsibility. That material from several interim task reports was incorporated into the report on the HPEL meeting. It was subsequently mailed to each member of the board for their advice and for review by the appropriate officers of the respective affiliate.

The two-day meeting of the board of directors in June 1985, included a presentation and discussion of this report, its goals and thirteen tasks. Changes were made; few items added. What was left undone, still needs doing, namely, to have all affiliates on record as involved with implementation. Furthermore, although this document has the formal approval of the board, it needs, as all good plans do, elements of evaluation.

THE APPROVED PLAN

All affiliates have EE programs with goals to foster environmentally literate citizenry. The Alliance can best serve this constituency and their programs in a marketing effort on the importance of EE. This initiative is grounded in two programmatic goals (A and B) and two structural/operational goals (C and D):

A. Improvement of internal communication;
B. Improvement of external communication;
C. Intergroup development and organizational growth; and
D. Staff and funding for both AEE's current operations and workshop plans.

These four encompass the priority needs and recommendations made in phase one of the study and include concerns voiced during the informal discussions and summaries of small group working sessions and later planning efforts. A schedule follows the presentation of each goal and its associated tasks in sections called parts A, B, C and D.

PART A. Alliance Program to Improve Internal Communication

The major mission of the Alliance is to foster coordination and networking, and the mutual receptivity conducive to high involvement with the future of EE. This program focuses on internal communication within and among the board and the affiliates. (Article III, Section 1: Bylaws) Six major tasks and several interlocking steps can bring this about: (1) redefining the *Alliance Exchange;* (2) redesigning and more effective scheduling of quarterly Alliance meetings; (3) augmenting dialogue with affiliates through appropriate mechanisms and scheduling; (4) interacting with affiliates on their own turf; (5) communicating via computer; and (6) examining the need for publications.

TASK 1. THE ALLIANCE EXCHANGE

The *Alliance Exchange* is a newsletter covering the latest developments of affiliates in the environmental education field for distribution to each member organization. Their representative on the board and/or their editor, in turn, selects EE information from each issue for dissemination to their respective constituencies. The purpose of this task is to improve the *Alliance Exchange* and to provide a voice for EE, presently lacking in the literature.

Step 1. Identify from a list of affiliate editors who receive the *Alliance Exchange*, those able and willing to serve as an editorial advisory panel.

Step 2. Determine from them, the EE information most useful to the affiliates and what best meets their constituencies' need for networking and EE information not available elsewhere.

Step 3. Establish a list of optional formats to be presented to the board, i.e., focusing on EE trends and issues (See Task 5), models of good practices, featuring two or three affiliates in each issue, featuring board members and their EE work and/or using abstracts or reprints from other journals.

Step 4. Explore adding a SCORE (Senior Corp of Retired Executives) member to the panel who has owned and operated a publishing business.

Step 5. Research the potential for having the *Alliance Exchange* put out by a commercial newsletter firm or journal publisher; marketing and selling it to the public.

Step 6. Expand the editorial board functions to examine AEE's need for other publications.

Special care will be exercised by those who spearhead this ef-

fort. The assessment of affiliate users to determine their needs will be multi-pronged. Information can be garnered when editors are contacted to serve as an editorial advisory board.

For committee members, schedule and reports, contact: D.A. Pemberton, National Council for Geographic Education.

TASK 2. DESIGN OF ALLIANCE MEETINGS

One of the primary goals of the Alliance is networking and the major opportunity for that is at the annual board meeting. The design of the meeting should assure this function. The other Alliance meetings have been those of the executive committee and a few guests. Without needing to change the bylaws, these sessions can be redesigned to include all board members, and be the occasion for service workshops or EE program development. These functions can follow working sessions of the executive committee, with all board members invited and encouraged to participate in both sessions. The idea here is to do better what the Alliance already does well, beginning with an improved board of directors meeting in June 1985 and including all board members in a full year cycle (Task 3). If approved in June 1986, a five-year plan for workshop/meetings will be developed.

Step 1. Identify and invite EE leaders to the annual board meeting, for a social, dinner and panel presentation: "Come share with us the secrets of your success."

Step 2. Redesign the work of the board's annual meeting to model what the other three meetings will be like: (1) more expeditious dealing with operational business; (2) more interaction concerning programs.

Step 3. Explore with the full board the practicality of scheduling meetings to coincide with the time and place of affiliate meetings, considering conflicts in scheduling, funds for travel, and so on.

Already at work, the committee has begun to contact potential members for panel presentations or workshops such as J. Lorenz of the Izaak Walton League, B. Aldridge of National Science Teachers Association and F.J. Rutherford of American Association for the Advancement of Science. Preliminary networking/workshop plans will follow. For committee members, schedule and reports, contact J. Padalino, National Science Teachers Association.

TASK 3. DIALOGUE WITH AFFILIATES

Together with inviting EE leaders to the annual Alliance board meeting and expanding the other three meetings, AEE proposes to hold these outside the Washington, D.C., area, and in conjunction with an affiliate board or annual meeting. In addition, for a 3-5 year period, the AEE will ask each board member to arrange a panel, social or other event with his affiliate at the time of its board or annual meeting. The theme for each year will come from Tasks associated with Part B on improving external communications.

Step 1. Schedule the three executive committee meetings to coincide with those of the affiliates that have membership meetings.

Step 2. Explore the potential of having a member of the board arrange for panel presentations on, or socials sponsored by, the Alliance at an affiliate's annual meeting.

Step 3. Explore the opportunity and appropriateness for dialogue among the AEE President and an affiliate board member and his/her CEO or directors at a time and place designated by the AEE board member.

- The AEE 1985 fall meeting was scheduled with the North American Association for EE, September 27, 1985, in Washington, D.C. Both J. Paulk and W. Purdy are involved, since AEE is sponsoring a social underwritten by Edison Electric Institute. An evaluation report will be presented at the winter executive meeting.
- The second meeting (tentatively) will be held with the National Association of Conservation Districts (NACD), February 1986 in Nashville, Tn. M. Crooks, Treasurer of both NACD and AEE, will look into the appropriateness and the scheduling of both a board meeting and a panel presentation.
- The third meeting in March 1986 is less certain, at the National Science Teachers Association meeting in San Francisco. J. Padalino will look into the appropriateness and the scheduling of both a board meeting and a panel presentation.
- CEA met August 4-8, 1985 and J. Paulk arranged a panel with several of the AEE board members attending. D. Pemberton coordinated with Tom Levermann for a similar effort at the National Council for Geographic Education meeting August 5-9, 1985 in Breckenridge, Co.
- Reports on these liasion and scheduling efforts should be given to J. Paulk. By the June 1986 board meeting, all representatives will have looked at the appropriateness of an AEE panel presentation in connection with their annual board meeting.
- All board members will have the opportunity to discuss implementation efforts in June 1986.

TASK 4. INTERACTION AND SURVEY

Building bridges among environmental education organizations and linking with organizations that have EE as only one component of their program presents many challenges and opportunities. One bridge is this proposal to ascertain from each affiliate organization its trends in EE and their practices as well as their perceptions of the nation's present concerns and societal issues. Assuming all 32 participate in this effort, both the themes and programs each has in EE can be catalogued; the potential for joint development or offering, explored. The perceptions and opinions can be listed. A study of both sets of information can also show the Alliance as an organization toward which to direct its effort. The opinion material can be tapped for use in the ***Alliance Exchange*** or other AEE publications.

Step 1. Design survey mechanisms and multi-stage strategies. These should consider the variation among affiliates, identify affiliate needs, garner their perspectives and at the same time, bring the Alliance increased visibility and viability in the EE community.

Step 2. Design multi-stage delivery system using the opportunities presented in Tasks 2, 3, 5 and 6.

Step 3. Estimate budget for both conducting the survey and its analysis and use.

A group of researchers have agreed to a working session to consider the components of Steps 1, 2 and 3. If feasible, a proposal and budget may be prepared in concert with the new executive director. Next steps belong to the executive committee and the board in June 1986.

TASK 5. COMPUTER NETWORKING

The goal is to develop a plan and process for bringing together members of the AEE board as a whole and in small groups for discussion and timely but informed action. Feasibility can be tested in 1985 among executive committee members, and if successful, expanded in 1986 to include all board members. After the two-year experiment consideration can be given to expanding the network to include a base of nongovernmental organizations interested in environmental education. This work can round out a five-year effort in computer networking.

Step 1. Research Services CompuServe now provides bulletin boards and so forth gratis to nonprofit organizations. Since CompuServe has user groups in education, research the pro's and con's of setting up a subcommittee of that group for EE.

Step 2. Research potential grant support from computer equipment manufacturers.

Step 3. Survey executive committee now, full board later, to determine the model and make of computers, modems and printers each has access to.

Step 4. Arrange a demonstration of CompuServe bulletin board including the necessary procedures for efficient posting and retrieval for electronic mail, AEE minutes and ***Instant Exchange***.

Step 5. Develop list of equipment availability and needs prerequisite to the drafting of a proposal of identified services.

Step 6. Prepare interim report identifying phasing options for

executive committee consideration prior to their proposal to members of the board in June 1985.

Step 7. Develop proposal to appropriate funding sources including the cost estimates of its expansion to AEE board; in-service at the June meeting.

Step 8. Identify ways to maximize the usefulness of the network to Alliance program development.

Step 9. Assess ways and make recommendations for the most effective methods for assuring participation in the EE network.

Step 10. Study and provide cost estimates for a cycle of regular monthly network and interactive meetings of the executive committee; the full board.

A committee has responsibility for developing a grant computer network. Having divided the work, steps 1, 2, 3 and 4 will be completed by fall 1985. The committees proposed that executive committee members begin a network first and expand it to the full board.

This approach can lend itself to later identification and development of a nationwide reservoir of nonprofit intermediary organizations, who serve EE specialists. Their people, members of AEE affiliates or not, can effectively participate in the discussion of EE issues and the formulation of policy and action.

For committee members, schedule and reports, contact L. Hodges, Conservation Education Association.

TASK 6. NONGOVERNMENTAL ORGANIZATIONS: MEMBERS IN THE ALLIANCE FOR ENVIRONMENTAL EDUCATION

A 1978 publication by this title identifies Alliance member organizations and their EE programs. Distributed through Education Research Information Center/Clearinghouse for Science, Mathematics and Environmental Education at Ohio State University, it needs updating. The goal of this task is to assess the extent of interest in a targeted effort of expanding this publication to one of comprehensive coverage of nongovernmental organizations which have at least one component of their program as EE. This should result in greater visibility of the Alliance, provide a salable product and meet a service need of the current Alliance members. It can also be a means for initiating a partnership between agencies and assocations.

Step 1. Coordinate efforts with directors of Education Research Information Center/Clearinghouse for Science, Mathematics and Environmental Education and with the affiliate North American Association for Environmental Education which has a subgroup for individuals who work in the nonformal sector of EE.

Step 2. Search to identify potential organizations to be included in the expanded publication. Suggestions include the Natural Resources Council Resource (Library of Congress), The Encyclopedia of Associations (Michigan), U.S. Environmental Protection Agency Constituent Group Files (Washington, D.C.) and other appropriate on-line or search services. Also, the mailing list for the Burlington Congress which is still on line. The first three of these updated their files including the Alliance entry in the fall of 1984. Organizational members may also be approached through notices in newsletters, magazines and periodicals.

Step 3. Design survey form to confirm desire of organizations to be in the publication, mail to all on list.

Step 4. Determine scope and format of the publication based on returns.

Step 5. Explore whether this task may be the time and means of identifying and suggesting programs that search for excellence in EE.

For committee members, schedule and reports, contact J. Gustafson, American Nature Study Society.

PART B. Alliance Program to Improve External Communication

The goal of this program is to create nationally a higher degree of public understanding and support for EE, which will result in better, more effective and well-funded programs at the local level. Workshop participants recommended that the Alliance address the hard questions first, those questions that arise from its internal examination, the survey of the past presidents. Its efforts to do so are found in Part A on improving internal communication and a study only being initiated, of looking at the structure of the Alliance and its resources for carrying out its programs. When the early stages of this five-year effort have jelled, additional tasks will be defined for Part B on the external communication program. Three tasks now can begin taking EE literacy from paper to reality.

TASK 7. *MARKETING ENVIRONMENTAL EDUCATION*

In this task, AEE will focus on EE as a process and work to sell both general educators and environmentalists on the belief that EE is not only basic education, but education basic to our survival and enjoyment of life on this planet. (Stanton S. Miller, in a letter dated July 8, 1985). A coordinated marketing campaign can advance the cause of EE in ways not easily done by individual member organizations.

Step 1. Enlist the aid of select affiliates' professionals in marketing to do a preliminary investigation of components, resources and costs associated with a national EE campaign.

Step 2. Develop a proposal for a coordinated national campaign for EE literacy to achieve this result: If children do not have EE programs in schools, parents will feel cheated and citizens will feel cheated if they themselves are not environmentally literate. This will require substantial funding.

- Recommended targeted audiences are:
  - -General public
  - -Professional educators
  - -Elected and appointed officials
  - -Press and media
  - -Resource management professionals
  - -Business and industry
  - -Citizen conservation education associations
- Recommended strategies towards achieving EE literacy are:
  - -Encourage via state and local organizations legislation requiring
    - (1) EE instruction in the schools.
    - (2) Funds for a state-level coordinator and statewide programs.
    - (3) Pre- and in-service training for prospective and established teachers.
  - -Encourage parents to insist that local schools provide appropriate EE instruction.
  - -Work with various professional education interest associations (National Science Teachers Association, Social Studies, etc.) and textbook publishers to push EE through appropriate subject matter fields.
  - -Use Earth Day or some similar observance as a means for creating a demand for EE.
  - -Secure endorsements from prominent people for effective local EE programs (and national awareness).
  - -Develop a "how-to" guide that would report on effective local programs which result in community interest, support, and participation. Spell out how similar activities can be planned and conducted in other locations.
  - -Conduct "state of the art" seminars and workshops to keep affiliates and others informed of the cutting edge of EE research and development that might affect their programs.
  - -Serve as broker for technical equipment and communications networking for EE affiliates and expand to non-members.
  - -Identify and write up models of states whose experiences include increasing support for EE activities and an expanding and effective networking to foster EE literacy.
  - -Continue to hold large national conferences/congresses every 3 or 4 years.
- Recommended action is to secure the services of a marketing communications specialist to:
  - -Design a five-year, coordinated effort with an annual focus on educational techniques and individualized learning appropriate

to environmental concerns for air, water, renewable resources, wildlife, land use and energy.

-Identify those questions the Alliance needs to ask itself and the affiliates. Specialist could help identify those questions the Alliance needs to ask itself.

-Conceptualize our EE message in terms readily understood by the general public. Solicit the help of an ad council.

-Review and comment on AEE action recommendations. - Suggest additional groups/interest areas with which to work, and possible additional courses of action.

-Estimate the cost of some of the workshop ideas/dreams and begin to set action priorities, etc.

This will become the work that ties together each program and task as it unfolds. Responsibility for this effort will emerge with the hiring of an executive director.

TASK 8. DESIGN A CAMPAIGN NOW

All of the Alliance affiliates need to participate if the marketing of EE is to become a national concern. To initiate this program, AEE will sponsor a workshop on what goes into a five-year, comprehensive marketing effort of EE. At the close of the workshop participants will be enlisted to carry out the campaign they design. This can be both an internal service for AEE's board and affiliates, and an external service for resource agency officials and other nongovernmental organizations with EE programs.

Step 1. Keep affiliates appraised of each step in developing the marketing campaign so that they will want to participate in the forthcoming workshop.

Step 2. Collaborate closely with university staff at an adult education center or an appropriate group from the private sector where the workshop staff can be provided through their auspices and the workshop's real costs can be known.

Step 3. Build a comprehensive plan for Task 7. At the close of steps 1 and 2, AEE, together with its affiliates, will have a plan for a national EE campaign, and will know the costs associated with it; and will have developed a strategy for securing the resources needed for implemention and evaluation.

• In June 1985, Charles Roth of the Massachusetts Audubon Society and Ralph Lutts of the New England Environmental Education Alliance reported on potential workshop leaders, formats, costs and participants. From the National Wildlife Federation, J. Stone offered telephone services of Joan Cache, marketing specialists, on a consultative basis for the research and analytic work prior to this workshop.

• The board recommended that Roth and Lutts await further planning so that an executive director (soon to be hired, at least on a part-time basis) can enlist participation. He/she would take a lead role in assuring affiliate participation and sponsorship.

• In June 1985 the board recommended early January/February 1986 as an appropriate time to hold the workshop as this would give an executive director of the Alliance the minimum lead time of 6 months.

For committee members, schedule and reports, contact R. Lutts, New England Environmental Education Alliance.

TASK 9. NATIONAL LEGISLATION AND ENABLING ACTS

Resource agencies at both the national and state level have few mandates and lesser authorization for EE than the general public realizes. Better and more effective collaborative efforts between the private and public sectors towards EE literacy can be encouraged through national, model enabling legislation. Therefore, the Alliance should:

Step 1. Support and implement a formal legislative committee for exploring strategies appropriate to enabling acts, legislation or other ways of furthering support for EE literacy.

Step 2. Develop a strategy and plans based on informal legislative efforts begun this Congress, insights of affiliates or models of influence.

Step 3. Enlist the other affiliates to carry out these plans once they are reviewed by the board.

The legislative committee tasks are (1) to articulate AEE's position on EE legislation and (2) to delineate specific legislative options for the board's consideration.

For committee members, schedule and reports, contact J. Stone, National Wildlife Federation.

PART C. Networks and Organizational Growth

What structural and organizational changes can the Alliance make to realize the programmatic goals and plans found in Parts A and B? Workshop participants reviewed the programs they had proposed as well as each task including the need it addressed, the audience to whom it is directed and the expected outcomes. The present structure and operating procedures are not enough to make good things happen for EE that the past presidents and board of directors wanted. Originating in the early 1970's, the present structure does not engage all the board members effectively and only a few of the affiliates actively. Therefore, the structure of the Alliance must change to reflect growth and evolution of affiliates and especially the shift in responsibility for education from the federal to the local level.

This section contains diagnostic, planning and active phases for each of three tasks. The tasks proposed will provide AEE with background information, analysis and recommendations needed to prepare a policy position paper specifying structural changes needed for an effective national Alliance. These three efforts are: (1) information and analysis, Task 10; (2) design and recommend a new structure, Task 11; and (3) leadership development, Task 12.*

TASK 10. INFORMATION AND ANALYTIC SUPPORT FOR RESTRUCTURING THE ALLIANCE

Among elements in our society that can be identified as informed and interested in environmental affairs, hence environmental education, there are: (1) governmental resource and educational agencies at all levels; (2) nongovernmental organizations including businesses; and (3) institutions in the formal education sector, from kindergarten through graduate education. But the Alliance is for the nongovernmental sector only. Furthermore, it includes trade associations, learned and professional societies as well as groups like the Boy Scouts of America which focus on citizenship through nonformal education. A fundamental rethinking of the Alliance may be needed to include the other sectors directly in a national campaign for EE literacy. A fundamental change in the way the Alliance does business may be called for if it is to engage all its members, trade associations as well as professional societies, in an effective campaign to market EE.

Step 1. Assuming the 50 states are "holding companies" for EE, look at the:

-State and regional EE concerns in light of the return-to-basics movement;

-Affiliate distribution and the distribution of their state or other networks;

-Relationships of state departments of education, local educational agencies and natural resource agencies to one

*Note: The executive committee in June recommended to the full board that the Alliance emphasize internal communications first, i.e. Part A: Tasks 1 through 7. Then, AEE should use its resources on restructuring and organizing the Alliance, Part C: Networks and Organizational Growth and Part D: Staff and Improving Financial Support. Both C and D were viewed as a means to improve internal communications, while an external communication strategy, Part B makes the services A, C and D possible (Minutes, executive committee meeting June 9, 1985). But at the meeting of the board of directors, the board instead recommended that the Alliance invest its energy and resources into both programmatic goals including all of the tasks and functions in Part A, Internal Communications and Part B, External Communications. Then, based on the organization these services, i.e., programs required, a task force can propose a new organizational form for the Alliance (minutes, board meeting, June 10-11, 1985). The full board left the sequence of goals and tasks as recommended by the past presidents (HPEL meeting report), urging that an executive director be hired immediately to coordinate the tasks and functions in Parts A and B.

another and to education at the federal level.

-State association relationships; and

-Communications potential — travel as a restriction.

Step 2. Analyze the present structure and membership of the Alliance for its various components, functions, and operations.

Step 3. Determine reasons for joining, staying, leaving including identifying factors internal and external to AEE.

Step 4. Use the results from the structural analysis in steps above and highlight the elements available to support all the functions in Parts A and B.

Step 5. Examine and report on organizations' models like the American Association for the Advancement of Sciences, National Science Teachers Association, etc., and suggest options for the Alliance to consider.

Step 6. Review the loss/gain of member organizations since incorporation in 1972 and examine for patterns and trends.

Step 7. Examine AEE's relationship to EE state and regional organizations in light of the preceeding steps.

The organization of AEE should support its programmatic goals.

- The committee headed by Padalino (NSTA) proposed that the executive committee and board meetings in 1985 be used to examine a report on models and options based on a look at both affiliates and non-affiliates.

TASK 11. DESIGN, RECOMMEND AND PHASE IN A NEW STRUCTURE

The vehicles of progress for the Alliance are the people — members — whose knowledge and commitment to EE builds on the foundation of the Alliance's past. Having described what it wishes to accomplish, and examined various means to do so in Task 10, the objective of this task is to design and implement an appropriate structure that can broaden direct access to the Alliance for many interested in active participation.

Step 1. Design a structure most appropriate for AEE given its history, programmatic goals and mission.

Step 2. Present an interim design to the board including its assumptions and the criteria used in deriving a solution.

- How might AEE best carry out its mission? By doing EE directly? By marketing EE only?
- How might AEE best assure the participation of state or regional organizational affiliates? Would a two level emphasis in AEE: for national organizations and for state ones work best?
- How might AEE best assure an effective collaboration with state and federal resource agencies? Should AEE formalize a relationship to state and federal resource agencies and local education agencies?

Step 3. Study and recommend appropriate changes in articles of incorporation, bylaws, and so on.

Step 4. Design a presentation workshop to orient the board of directors to options for a new structure to get their comment before finalizing the changes through voting by the board. For committee members, schedule and reports, contact J. Paulk, Conservation Education Association.

TASK 12. ENHANCING LEADERSHIP

The problems of redefining the Alliance and how to structure its organization for the 1990's is compounded by the fact that EE leaders are working in a period of economic constraint and professional doubt. No growth budgets make innovation more difficult than ever to initiate and sustain. Well planned training opportunities are still quite feasible. The excellence of the training for board members and affiliates can assure that EE needs are better addressed. The purpose of this task is to enhance AEE leadership, the ability of its board members to better serve the Alliance, and to move workshops more permanently into the services AEE offers its affiliates.

Step 1. Given the diversity of affiliates, and the progress on, or results from, tasks 7 and 10, examine what relationships contribute to involved and active board members and/or affiliate organizations. Are they mid-level managers or institutional directors? Continue the analysis.

Step 2. Examine ways of enhancing the effectiveness of the board and making its meetings an opportunity for specific types of training based on information gained in Step 1.

Step 3. Design a workshop using material from Step 2, and from Task 10 and Task 11 (if material is available). Consider orientation, recruitment, maintenance and retirement of Alliance board members and the appropriateness of adding a board of trustees to the Alliance.

Step 4. Place the workshop on the agenda of the fall board meeting. If this pilot effort is successful, broaden into similar offerings for the affiliates and the EE community.

For committee membership, schedule and reports, contact M. Crooks, National Association of Conservation Districts.

PART D. Alliance Staff and Funding Now and in the Future

Many of the tasks in this plan are open-ended in the sense of extending beyond the five-year span of the planning period. Study, analysis, planning, approval and implementation are processes that frequently take longer in a volunteer organization than anticipated. Then, too, it is expected that attaining the programmatic and structural goals will have a permanent effect on the Alliance. Accordingly, this five-year plan requires statements and projections of capital requirements, personnel projections and operating budget estimates for at least that minimal period of five years. But the reality of the situation is this: the current dues structure can support only the *Aliance Exchange* and a postal service address. The present level of operational support the Alliance has, comes from a few parent institutions of officers and a few affiliates. It was clear at the meeting of the past presidents and executive committee that others are willing to provide similar support. They recommended that the board undertake immediate action to secure the resources needed to carry out these plans. They noted that secretarial and clerical assistance to the president alone runs approximately 36 hours per week, that for the secretary and treasurer, 15 hours per week. Those years in which officers did not have access to such support, Alliance national visibility declined; operations were tenuous. A half-time person now, full time by 1988, is minimal if the AEE RESPONSE is to be monitored and facilitated.

TASK 13. DEVELOP A PLAN WITH OPTIONS FOR THE ORGANIZATION OF AEE

The Alliance now seeks to add to its service role and should not overlook resources already available among members of the board and affiliates. The full use of these resources requires ways to phase development, provide incentives and use new staffing patterns to achieve a cost effective use of affiliates' talent and resources. This is the purpose of Task 13. This task follows Tasks 11 and 12 and can include the results of both. While expanding the Alliance options, this plan, should also explore the relationship between an executive director and the board; suggest options for 1985-87 based on how other organizations operate; and show how these options can be supported.

Step 1. Develop for immediate use, job descriptions which delineate the relationship among, and responsibilities of the following:

- Paid staff: director and editor
- Contracted staff: marketing; use of schools, universities, organizations
- Volunteers: president, executive committee, board, members of affiliates, EE leaders from non-affiliates

Step 2. Develop a five-year budget projection based on tasks associated with each program thrust including 30 percent overhead for operational needs. For 1985 through 1988, suggested options for budget support were $10-15 thousand to $20-30 thousand.

Step 3. Identify a professional developer to work with the executive committee to identify options and schedule for securing financial resources needed to support and augment Alliance activities now and through 1990.

For committee members, schedules and reports, contact W. Purdy, Edson Electric Institute.

Section III. Appendices

APPENDIX A

This Appendix is divided into two parts:

Articles of Incorporation
Bylaws of the Alliance

United States of Amer...

700899

To All to Whom These Presents Shall Come, Greeting:

The undersigned, as Secretary of State of the State of Wisconsin, certifies that

(XX) Articles of Incorporation ( ) Amendment to Articles of Incorporation ( ) Statement of Intent to Dissolve
( ) Articles of Dissolution ( ) Articles of Merger ( ) Name reservation
( ) Articles of Consolidation ( ) Restated Articles ( ) Change of Registered Office and/or Agent Of

ALLIANCE FOR ...

of which the attached is a duplicate, was on the date hereof, accepted and filed in my office.

In Testimony Whereof, I have hereunto set my hand and affixed my official seal at the Capitol, in the City of Madison, on

DEC 5 1972

ROBERT C. ZIMMERMAN
Secretary of State

THIS MUST BE RECORDED WITH THE REGISTER OF DEEDS

ARTICLES OF INCORPORATION

Executed by the undersigned for the purpose of forming a Wisconsin corporation under Chapter 181 of the Wisconsin statutes, WITHOUT STOCK AND NOT FOR PROFIT.

Article 1. The name of the corporation is Alliance for Environmental Education, Inc.

Article 2. The period of existence shall be perpetual.

Article 3. The corporation is organized and operates in the public interest exclusively for charitable, educational and scientific purposes. It is organized to advance all phases of the science and art of environmental education; to improve the effectiveness of formal and nonformal education in helping learners perceive environmental problems and accept personal commitment for improving the quality of life on Earth; and to increase public understanding of the significance of environmental education in arriving at rational decisions concerning maintenance and improvement of environmental quality. The role of the corporation shall be that of a service agency and transdisciplinary forum. The corporation's functions shall be to effect closer cooperation among organizations in the achievement of common objectives; to encourage research, experimentation and other original work in environmental education; to make available scientific data and other information pertinent to the conduct of environmental education programs; to facilitate contributions from all segments of society for improving the quality of life; to provide information on actions of the legislative, executive, and judicial branches of government affecting environmental education; to furnish joint administrative services and to engage in any lawful activities that further the aforestated purposes of the corporation and are within the meaning of Section 501(c)(3) of the U.S. Internal Revenue Code of 1954 or amendatory legislation.

Article 4. Location of the principal office is Green Bay, Wisconsin.

Article 5. Name of the initial registered agent is William H. Lynch.

Article 6. Address of the initial registered agent is 805 Library-Learning Center, University of Wisconsin-Green Bay, Green Bay, Wisconsin 54302.

BEST COPY AVAILABLE

Article 7. The corporation shall be governed by a Board of Directors comprised of one accredited representative of each participating organization of the corporation. Organizations, foundations, associations, institutions or groups which meet the criteria specified in the bylaws may be elected or appointed as participating organizations in the corporation. A participating organization shall designate its representative to the Board of Directors as prescribed by the bylaws. Each member of the Board of Directors shall have the right to one vote on any proposition or in any election presented to the corporation. The Board of Directors shall elect or appoint the officers identified in the bylaws in accord with procedures and for terms of office prescribed in the bylaws.

The number of directors shall be not less than three.

Article 8. The number of directors constituting the initial board shall be three.

Article 9. Names and addresses of the initial directors:

Ruth C. Clusen
820 Allouez Terrace
Green Bay, Wisconsin 54301

Robert S. Cook
2828 St. Ann Drive
Green Bay, Wisconsin 54301

William H. Lynch
1039 S. Jackson
Green Bay, Wisconsin 54301

Article 10. (Member provisions) The corporation shall have no members.

Article 11. (Other provisions) The corporation shall be nonprofit and shall have no corporate stock. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its participating organizations, nor to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Three hereof. No substantial part of the activities of the corporation shall be the

Article 11. - Cont. carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

Article 12. The corporation shall not undertake to control the policies or actions of participating organizations nor shall it in any way promote the individual interests of one of its participating organizations over another.

Article 13. Upon dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future law of the United States Internal Revenue Law.) To the extent practicable, such disposal of the assets of the corporation shall be to a corporation as described above which has purposes similar to those of the corporation. Any of such assets not so disposed of shall be disposed of by the appropriate court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Article 14. These articles may be amended in the manner authorized by law at the time of amendment.

BEST COPY AVAILABLE

Article 15. The name and address of incorporator (or incorporators) are:

NAME	ADDRESS (number, street, city and ZIP Code)
Ruth Clusen	820 Allouez Terrace, Green Bay,
Ruth Clusen	Wisconsin 54301
Robert S. Cook	2828 S. Ann Drive, Green Bay
Robert S. Cook	Wisconsin 54301

Executed in duplicate on the 27th day of November, 1972

State of Wisconsin

County of Brown

Personally came before me this 27th day of November A.D. 1972

The above named Ruth Clusen and Robert S. Cook

to me known to be the person who executed the foregoing instrument, and acknowledged the same.

Helen F. Mueller
Notary Public, Brown County

Notarial Seal

My Commission expires June 24, 1973

This document was drafted by

William H. Lynch
(Name of Person)

United States of America
State of Wisconsin
Department of State

To All to Whom These Presents Shall Come:

The undersigned as Secretary of State of the State of Wisconsin, hereby certifies that on Dec 5, 1972 *Articles of Incorporation were filed in my office under the provisions of Chapter 181 of the Wisconsin Statutes, for the following corporation formed*

WITHOUT STOCK AND NOT FOR PROFIT:

Name ALLIANCE FOR ENVIRONMENTAL EDUCATION, INC.

Principal Office Green Bay, Wis.

Purposes for which organized The corporation is organized and operates in the public interest exclusively for charitable, educational and scientific purposes. . .

I further certify that a certificate has been filed in my office to the effect that a duplicate of said Articles, bearing my certificate, was recorded in the office of the Register of Deeds of Brown *County, Wisconsin, on* Dec 6, 1972

THEREFORE, The State of Wisconsin *does hereby grant unto the said corporation the powers and privileges conferred by the Wisconsin Statutes for the purposes stated and in accordance with said Articles.*

In Witness Whereof, I have hereunto set my hand and affixed my official seal, at the Capitol, in the City of Madison, on Dec 12, 1972

ROBERT C. ZIMMERMAN
Secretary of State

SEE REVERSE FOR MORE INFORMATION

OFFICE OF REGISTER OF DEEDS

The undersigned, as Register of Deeds of (COUNTY) Brown County, Wisconsin, certifies that on (DATE) December 6, 1972 there was received and accepted for record in my office, an instrument bearing the certificate of the Secretary of State of Wisconsin, and described as

(XX) Articles of Incorporation ( ) Amendment to Articles of Incorporation ( ) Statement of Intent to Dissolve
( ) Articles of Dissolution ( ) Articles of Merger ( ) Name reservation
( ) Articles of Consolidation ( ) Restated Articles ( ) Change of Registered Office and/or Agent OF

ALLIANCE FOR ENVIRONMENTAL EDUCATION, INC.

(SEAL) Witness my hand and official seal on December 6, 1972 (DATE)

REGISTER OF DEEDS

Mail Returned Copy to:

William H. Lynch
805 Library-Learning Center
University of Wisconsin-Green Bay
Green Bay, Wisconsin 54302

Bylaws of the Alliance for Environmental Education, Inc. as amended November 15, 1983 and approved by the Executive Committee of AEE on December 13, 1983

Article I - Name

The name of this association shall be Alliance for Environmental Education, Inc.

Article II - Definitions

Section 1. Unless otherwise indicated herein the term "organization" shall include institution, foundation, association or other such group.

Section 2. "Participating organizations" means organizations that have been designated as such by the Board of Directors of the Alliance in accordance with the terms of Article IV, Section 2.

Section 3. "Alliance" means "Alliance for Environmental Education, Inc."

Article III - Purpose and Objectives

Section 1. The purpose of the Alliance for Environmental Education is to advance all phases of the science and art of environmental education in formal and nonformal settings. The role of the Alliance is to serve as a service agency and a transdisciplinary forum for participating organizations; to effect closer cooperation among organizations in the achievement of common objectives; and to furnish joint administrative and other services for participating organizations.

Section 2. The objectives of the Alliance are to improve the effectiveness and enlarge the efforts of formal and nonformal education in helping learners perceive environmental problems and assume a personal commitment for improving the quality of life on Earth; to increase public understanding of the significance of environmental education in maintaining and improving environmental quality; to encourage research, experimentation, and other original work in environmental education; to facilitate contributions for improving the quality of life from all segments of society; to make available to organizations scientific data and other information pertinent to the conduct of environmental education programs; to provide information on actions of the legislative, executive, and judicial branches of government affecting environmental education; and to engage in any lawful activities that further the aforestated purposes of the Alliance and are permitted under section 501 (c) (3) of the U.S. Internal Revenue Code of 1954 or amendatory or subsequent legislation.

Article IV - Participation

Section 1. The Alliance shall have no members.

Section 2. Any organization may apply to become a participating organization in the Alliance. Designation as a participating organization shall be by affirmative vote of a majority of the Board of Directors of the Alliance. Qualifications for designation as a participating organization include significant interest in and demonstrated willingness to contribute to education and/or environmental improvement, harmony of the applicant's stated objectives with those of the Alliance as stated in Article III of these Bylaws; and payment of such fees as may be provided for in Article VI.

Section 3. Designation as a participating organization may be terminated by voluntary resignation or by failure to pay fees or for due cause as decided by two-thirds vote of the Board of Directors. A vote on termination of designation as a participating organization for reasons other than voluntary resignation or nonpayment of fees shall be preceded by written notification to each member of the Board of Directors and the participating organization whose participation is in jeopardy, 30 days before final action is taken against such participating organization so that it shall have an opportunity to defend itself against any accusation.

Article V - Governance

Section 1. The Alliance shall be governed by a Board of Directors consisting of one officially designated representative from each participating organization, but in no case should the Board consist of fewer than three members. Each member of the Board of Directors shall have the right to one vote on any proposition or in any election presented to the Alliance.

Section 2. The Board of Directors shall (1) control and manage all the affairs and funds of the Alliance; (2) have, hold, and administer all property of the Alliance; and (3) perform such other functions as may be prescribed in the Bylaws.

Section 3. The Board shall have the authority to: (1) employ and/or appoint an Executive Director and authorize the employment of administrative and other staff as required, and determine their duties, rates of pay, and period of employment; (2) conduct a publications program; (3) establish criteria and guidelines for the adoption of, and adopt by unanimous vote, position statements and resolutions which are consistent with Article VI, Section 4 and the objectives of the Alliance as expressed in Article III, Section 2; (4) appoint and supervise committees and commissions to aid the Board in expeditiously discharging its responsibilities and to terminate such committees and commissions as appropriate; (5) constantly search out and consider the cooperation needs of participating organizations, both among themselves and in relation to other organizations, and seek to provide the medium of cooperation through which such needs may be met or through which any necessary cooprative measures outside the scope of the Alliance's activities may be initiated.

Section 4. A majority of the members of the Board of Directors shall be required for a quorum for the transaction of business and, except as may be otherwise specifically provided in the Bylaws, a majority vote of the members of the Board of Directors voting on any proposition within the scope of the authority of the Board shall be required for its determination.

Section 5. Each participating organization of the Alliance shall designate one official to serve as a member of the Board of Directors of the Alliance. The officially designated representative normally shall serve in that capacity for a period of three years and shall have full responsibility for acting in behalf of the organization he or she represents on all business or propositions to come before the Board of Directors of the Alliance. Each participating organization also shall designate an official alternate representative to assume the full responsibilities of the designated official representative at any time specified by the latter. The official representative and the alternate representative shall be accredited to the Alliance in writing by the President or other appropriate officer of the participating organization. A participating organization may recall or replace its designated official representative and/or its official alternate representative at any time. A vacancy in the Board of Directors is to be filled by the participating organization to which the vacancy corresponds.

Section 6. The regular annual meeting of the Board of Directors of the Alliance shall be held at such time and place as the Board of Directors shall decide. At that meeting the Board shall elect its officers and members of the Executive Committee. Additional regular or special meetings of the Board of Directors may be held at such time and place as the Board of Directors may decide. Special meetings of the Board of Directors may be called by the President with the concurrence of a quorum of the Executive Committee.

Section 7. The Executive Director shall serve written notice of the time, place, and purpose of each meeting of the Board of Directors of the Alliance by mailing such notice to each member of the Board and to the executive office of the participating organization he or she represents not less than 30 days prior to such meeting; provided that in case of an emergency, the nature of which shall be stated in the meeting notice, a meeting of the Board may be called on not less than 10 days notice.

Section 8. The principal elected officers of the Alliance shall be President, President Elect, Vice President, Immediate Past President, Secretary, and Treasurer, each of whom shall be a member of the Board of Directors.

Section 9. The term of office of elected officers shall commence on July 1 following their election and continue until June 30 of the succeeding calendar year. Each officer shall serve until a successor has been duly elected and has qualified.

Section 10. The President Elect shall automatically become the President of the Alliance upon completion of one term of office as President Elect.

Section 11. The President Elect, Vice President, Secretary, and

Treasurer shall be elected each year at the regular annual meeting of the Board of Directors.

Section 12. At each regular annual meeting, the Board of Directors shall elect by majority vote three members to serve as voting members of the Executive Committee.

Section 13. The Board of Directors shall elect one or more of its members as alternate members of the Executive Committee. Any vacancy occurring in the membership of the Executive Committee shall be filled by such alternate, provided that such alternate shall serve only until the next regular or special meeting of the Board of Directors. Service on the Executive Committee shall not empower such alternate to perform the duties of an officer of the Alliance.

Section 14. The President shall preside at meetings of the Board of Directors and of the Executive Committee and shall perform all other duties usual and incident to the office.

Section 15. In the absence or disability of the President, the President Elect shall serve. In the absence or disability of the President and the President Elect, the Vice President shall serve.

Section 16. The Secretary shall be responsible for maintaining a record of the official business of the Alliance, the Board of Directors and the Executive Committee including membership rolls, minutes of formal meetings, and shall perform such duties as may be assigned by the President of the Board of Directors. All mail ballots are distributed and recorded by the Secretary. In the case of vacancy in the position of Executive Director, the Secretary shall issue notices of all meetings of the Board of Directors and the Executive Committee; countersign with the President of the Board of Directors all leases, deeds, and conveyances executed by the Alliance, and keep systematically and safely all pertinent books, papers, records, and documents of the Alliance.

Section 17. The Treasurer shall be responsible for all funds of the Alliance and shall perform all other duties usual and incident to the office. He shall be bonded in such amount as the Board of Directors may determine. The accounts of the Treasurer shall be audited at the close of each fiscal year and at other times as directed by the Board of Directors. Vacancy in the office of Treasurer shall be filled as promptly as possible by special meeting (mail ballot) of the Board of Directors. The President shall be empowered to sign checks and deposit funds for the Alliance during the period of vacancy or in the case of disability of the Treasurer (cf. Article VI, Section 5).

Section 18. The Executive Director shall be the executive officer of the Alliance under the general direction and control of the Board of Directors. He shall serve for such term as the Board of Directors shall determine. The employment of business and secretarial staff shall be under his direction. The President of the Alliance may designate the Executive Director as the Secretary of the Corporation. In the absence of an elected Secretary, he shall issue notices of all meetings of the Board of Directors and the Executive Committee; countersign with the President of the Board of Directors, all leases, deeds, and conveyances executed by the Alliance; keep a complete record of the proceedings of the Executive Committee and of the Board of Directors; keep systematically and safely all books, papers, records, and documents of the Alliance. He shall be custodian of all current operating funds of the Alliance; and perform all other duties incident to the office of Executive Director. He shall be bonded in such amount as the Board of Directors may determine.

Section 19. When the Board of Directors is not in session, the management of the affairs of the Alliance shall be vested in an Executive Committee. The Executive Committee shall consist of the President, President Elect, Immediate Past President, Vice President, Treasurer, Secretary, and Executive Director and three members of the Board of Directors elected as provided in Section 12 of this Article. The Executive Director shall be a non-voting, ex officio member of the Executive Committee.

Section 20. The Executive Committee shall meet as often as necessary but not less frequently than four times each year. It shall have and shall exercise all the powers of the Board, except the power to amend the Bylaws, the power to adopt position statements and resolutions, and the power to take action in respect to the election of officers. It shall give special attention to exercising the responsibilities outlined in Section 3 (5) of this Article. It shall prepare the annual operating budget for the Alliance for consideration by the Board of Directors. It shall provide to all members of the Board of Directors within 30 days after any Executive Committee meeting a written record of the proceedings of the meeting. No action may be taken by the Executive Committee without an affirmative vote by five of its members.

Article VI - Finances

Section 1. The fiscal year of the Alliance shall be from January 1 through December 31 following. Prior to the regular annual meeting of the Board of Directors, the Executive Committee shall prepare and submit an itemized budget for the coming year. Upon approval of the budget by the Board of Directors, the Treasurer may make expenditures within the provisions and limitations of the budget without further authorization. Otherwise, no expenditures may be made without express authorization of the Board of Directors, which may amend the budget at any time.

Section 2. Participating organizations shall pay an annual fee not to exceed $100. Participating organizations shall be encouraged to contribute equitably to the extent possible to the operation of the Alliance. No future fees or levies shall be made except by action of the Board of Directors.

Section 3. The Alliance may receive gifts, bequests, donations, grants, or funds for any purpose within the scope of the objectives given in Article III, Section II of the Bylaws.

Section 4. The Alliance shall be nonprofit and shall have no capital stock. No part of the net earnings of the Alliance shall inure to the benefit of, or be distributable to, its participating organizations, nor to its directors, officers, or other private persons except that the Alliance shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distribution in furtherance of the purposes and objectives set forth in Article III of the Bylaws. No substantial part of the activities of the Alliance shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Alliance shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any provision of the Bylaws, the Alliance shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or corresponding provisions of any future Internal Revenue Code) (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1954 (or corresponding provisions of any future Internal Revenue Code).

Section 5. The care, investment, and disbursement of any funds shall be subject to the direction of the Board of Directors. The Executive Director shall be custodian of the current operating funds. The Treasurer shall be responsible for the control and administration of all invested funds; endowment, trust, and gift funds; and such other funds as the Board of Directors may designate.

Section 6. All incoming funds of the Alliance shall be received by the Executive Director, shall be entered in the records of the Alliance, and shall be deposited or invested as prescribed by the Board of Directors. The Executive Director shall keep accurate and proper accounts of all financial transactions of the Alliance and all accounts shall be audited annually and at other times as directed by the Board of Directors.

Section 7. The Board of Directors shall annually adopt an itemized budget at its regular annual meeting allocating funds for the carrying out of the objectives of the Alliance.

Section 8. The Executive Director is empowered and authorized to enter into contracts for the Alliance that have been approved by the Board of Directors or that are required for the conduct of activities specifically provided for in the approved annual budget.

Section 9. In the case of vacancy in the position of Executive Director, the Treasurer shall carry out all financial responsibilities of the Executive Director position as noted in Article V, Section 3, and Article VI, Sections 5, 6 and 8.

Article VII - Limitation of Authority

Section 1. The Alliance, its Board of Directors, Executive Committee and employees shall not undertake to control the policies or actions of participating organizations nor shall it in any way promote the individual interests of one participating organization over another.

Section 2. The Alliance shall be responsible for only those statements or opinions advanced by its officers, or presented in papers or discussions at meetings of the Alliance or its committees or commissions, or printed in its publications authorized by an unanimous vote of the Board of Directors.

Article VIII - Publications and Services

Section 1. The Alliance shall publish a communications organ for participating organizations of a kind and size and frequency to be determined by the Board of Directors.

Section 2. The publications of the Alliance shall be those specified and issued as directed by the Board of Directors.

Section 3. The Board of Directors may conduct, sponsor, or contract for the services of such agency or agencies including participating organizations as it shall deem necessary and advisable in carrying out the purposes and objectives given in Article III and employ the services of individuals as deemed necessary and practicable.

Section 4. Any service or services conducted or sponsored by the Alliance shall be sold or made available only as authorized by the Board of Directors. The Executive Committee may establish a schedule of charges for administrative, clerical, material or organization services rendered by the office of the Alliance.

Article IX - Mail Ballots

Whenever any action is desired to be taken by the Executive Committee or the Board of Directors and it is at the time impractical to call a meeting, the matter to be acted upon may be submitted in writing to each member of the Executive Committee or of the Board of Directors, whose vote may be cast by mail. The Executive Director shall record in the proceedings of the Alliance the result of such vote. Unless otherwise specified, a majority vote of the Executive Committee or of the Board of Directors, as appropriate, is required for a decision. Such a vote shall have the same force and effect as a vote cast at a valid meeting. The time from mailing of a ballot until the vote is counted shall never be less than ten days.

Article X - Teleconferencing

Whenever action is desired to be taken by the Executive Committee or the Board of Directors and it is at the time impractical to convene board members at a meeting, the matters may be acted upon via teleconference by members of the Executive Committee or of the Board of Directors. The Executive Director shall record in the proceedings of the Alliance the result of such actions and vote. Unless otherwise specified, a majority vote of the Executive Committee or of the Board of Directors, as appropriate, is required for a decision. Such a vote shall have the same force and effect as a vote cast at a convened meeting.

Article X - Amendments to Bylaws

These Bylaws may be altered or amended by two-thirds vote of the Board of Directors present either in person or by proxy at any regular or special meeting if notice of the proposed alteration or amendment be contained in the notice of the meeting. The Bylaws also may be altered or amended by the affirmative vote by mail of two-thirds of the Board of Directors if the alteration or amendment be submitted in writing by mail to each member of the Board and proof of such mailing under oath shall be filed in the permanent records of the Alliance. Such vote shall be closed and recorded 30 days from the date of mailing provided two-thirds have returned their ballots by that time. The voting shall be considered closed at any time prior thereto if and when two-thirds of the Board of Directors shall have voted in the affirmative.

Article XI - Dissolution

In the event of the dissolution or termination of the Alliance, the last Board of Directors shall distribute any assets above and beyond the amount required to satisfy the obligations of the Alliance to a non-profit organization(s) or institution(s) which qualifies under Section 501(c)(3) of the U.S. Internal Revenue Code of 1954 (or corresponding provisions of any future Internal Revenue Code) and has purposes similar to those of the Alliance. In no event shall any officer, Board member, or employee benefit from such assets except for authorized expenses incurred by such officer, Board member, or employee in conducting Alliance business.

APPENDIX B

This Appendix contains transcripts of telephone interviews held with all past presidents and an executive director of the Alliance during January 1985:

- Kenneth Dowling, President, 1972-74
- John Gustafson, President, 1974-75
- Rudy Schafer, President, 1975-76; 1977-78
- James E. Aldrich, Executive Director, 1975-78
- Charles E. Roth; President, 1976-77; 1981-82
- June McSwain, President, 1978-81
- William Hammond, President, 1982-83
- John Padalino, President, 1983-84

The Alliance is also indebted to the following professionals for assisting in this study:

- Drs. Jo Anne Young and Marilee J. Bradbury (NCGE) - design of survey strategy and questionnaire, October 1984.
- Mr. Stanton Miller (ACS) and Ms. Cindy Johnson (EE intern, TVA) - conducting survey; transcribing interviews, December 1984 - January 1985. Miller also edited, and had printed, the preliminary report of the survey, late January, 1985.
- Dr. Leonard M. Lansky (Social Psychologist) - critical analysis of the report of the survey findings; consultant, process assistance: meeting of past presidents and executive committee, February-March, 1985.

Transcription of Interview with Kenneth Dowling (AEE President 1972-74)

WHAT ACHIEVEMENTS DURING YOUR PRESIDENCY ARE YOU MOST PROUD OF?

1. The major tasks the first year were organizational. The task with greatest effect at the time was mainly to establish a Washington office in the building of the National Wildlife Federation.

2. Raised funds. We spent a lot of time soliciting funds from organizations and commercial companies that had an interest in environmental concerns.

3. Developed a 501(c)3 tax status that year.

4. We undertook the sponsorship of Earth Week.

WHAT WERE YOU NOT ABLE TO ACCOMPLISH THAT YOU WISH YOU MIGHT HAVE?

1. We had hoped to establish a permanent office rather than a temporary office in the National Wildlife Federation. We could not do it due to a lack of funds. We also wanted to hire a full-time director. We interviewed and had interest from qualified applicants but did not have the funds to put the director into office. I feel this was a serious setback for the individuals starting the Alliance. Without the executive director it was hard to organize using volunteers on the board of directors.

HOW IS THE ALLIANCE LIKE YOU ENVISIONED IT?

1. (a) I feel the sponsorship of the National Congress and other meetings designed to bring people together to make decisions about new actions in environmental education has been very important.

   (b) I also think the coordination of environmental education efforts for the national organizations that are affiliates of the Alliance is a very important function that continues.

2. (a) My initial view of what the Alliance should be required greater physical strength than the Alliance has been able to develop.

   From 1970 on, there has been a decrease in interest in environmental concerns. It is hard to build strength in an organization that has, in some ways, interests that are in opposition to the administrations at the federal level. I expected greater resources than the Alliance has.

   (b) Another way, probably related, that the Alliance is different is that we expected very early that there would be much better communication with the public using broadcast systems, TV, whatever. You can't do that without money, of course.

   (c) We expected stronger support from the affiliated organizations than has come about. My own experience with the National Science Teachers Association (NSTA) — I have been on the board of directors since I was president of the Alliance — has been that the interest of the NSTA has wained and has not had enough input to know what the Alliance can do and is doing and hence have tended to pull away. NSTA is probably typical of other groups.

Interviewer: "Do you have any recommendations on how we can have more support from the affiliates?"

The members of the board of directors from the affiliate organizations need to have some mechanism to get back to their own boards to be able to feed in the accomplishments of the Alliance, the expected outcomes in the next few years (10-year plan), etc., so that the boards of those organizations can act in order to give strong support to the Alliance. Maybe in some way the Alliance could come to some sort of action plan that would help those people go back to their own organizations and develop the support that they need.

I think that members on the Alliance board who come from the supporting affiliates ought to have some authority to act (within their organization). I know this does not happen easily with the NSTA. I was their delegate to the Alliance when I was elected president of the Alliance.

Most of the boards of the organizations meet maybe twice a year. They have executive committees that meet several times also. If the Alliance member would be at those meetings and had more opportunity for input into those meetings, we would achieve more support. Again, this takes money.

I remember Jack Padalino was the delegate from NSTA to the Alliance and became president. Jack did not have a good mechanism for getting to our board and to the executive committee to develop an interest there to give strong support back to the Alliance.

HAS THE ALLIANCE LIVED UP TO YOUR EXPECTATIONS?

The first year there was a lot of enthusiasm and we expected a lot that was unrealistic. My later expectations were more realistic.

The fact that the Alliance has continued now for more than ten years perhaps is better than my expectation. It seemed that during the beginning we weren't getting the support that was needed. I think that the survival of the Alliance must be credited to a few individuals who had a very strong commitment to the Alliance and have carried on. I see a few names who have continued throughout that time working with the Alliance and giving support to it. I am sure they weren't given much in terms of monetary reward for all that work.

I would have liked to have seen the Alliance grow to be a real influence with all the affiliate organizations as well as the government on many factors affecting the environment. We have not been able to do that, at least not on the level I had originally expected.

Interviewer: "How might we accomplish this?"

You must be political to achieve in this area. That means strong lobbyists. This is very expensive. If you don't have the money to buy professional time, you have a hard time achieving these goals. Volunteer time from professional people is probably insufficient to do the job.

TO STRENGTHEN ITS ENVIRONMENTAL EDUCATION MISSION DURING THE 1980's, THE ALLIANCE SHOULD:

The Alliance has to be known. There should be a campaign to communicate with the public and with the affiliate organizations so that the goals, strengths, and what it can achieve can be seen. It may be possible to use public broadcast systems.

During the 1980's we should develop a system of regional conferences rather than just national conferences because so often, with things the way they are, people do not travel to national conferences that are far off. A national conference, therefore, becomes a regional conference. It would be helpful to work with local environmental groups, such as the one in Ohio, or maybe with people in the State departments of education. We need to get people "re-interested" because I feel there has been a falling away.

I think it is very important that the Alliance should solicit stronger support from its affiliates. These organizations have a lot of power. They can do a lot of things, if they realize that there is a mission that they should be doing. Those affiliates must be the strength of the Alliance.

IF THERE WAS ONE THING YOU COULD CHANGE ABOUT THE WAY AEE OPERATES, WHAT WOULD IT BE?

I would never want to be a critic without having better information. I am not well enough informed about what resources the Alliance has at this time to know what they can do.

I hope they can take actions to become well known; to get the environmental cause going again in spite of all the power that seems to be deterring that kind of thing.

Transcription of Interview with Rudy Schafer (AEE President 1975-76; 1977-78)

WHAT ACHIEVEMENTS DURING YOUR PRESIDENCY ARE YOU MOST PROUD OF?

1. We achieved a rather broad representation of environmentally oriented non-governmental organizations (NGO's) in that 28 to 30 became interested and involved in the Alliance.

2. We held 2 conferences which I think were of great significance. One was at Snowmass, Colo., called "Perspectives and Prospectives," and the "Ought to Action" one held in Washington, D.C., both of which were quite important. We did make a contribution to the UNESCO Conference. We had a meeting in St. Louis that provided some input for that.

Interviewer: What was the topic of the Snowmass meeting?

Perspectives and prospectives was the theme. We were trying to look at where we were in environmental education and where we might be going. We brought together representatives of private industry, education, government agencies, citizen associations, and other interest areas. We worked on specific problems and concerns, but more significantly, a lot of personal interaction took place which led to projects which have been carried on ever since. It was quite a successful conference. A lot was happening in environmental education at the time. The meeting brought together programs, ideas, and people which gave some national commonality to the program.

WHAT WERE YOU NOT ABLE TO ACCOMPLISH THAT YOU WISH YOU MIGHT HAVE?

1. One of the things we were trying to do was to bring on an executive secretary in a full-time office with staff which would enable us to take on programs and activities of national importance including a national publication. We did have Jim Aldrich and I was a little disappointed that things didn't work out a little better than they did. We really needed something at the time that would have given us broad visibility.

AS YOU VIEW THE ALLIANCE NOW, IN WHAT THREE WAYS IS IT LIKE YOU ENVISIONED?

1. The Alliance does still have the representation that I envisioned it would have.

2. It still provides a forum for the people representing various organizations to get together and exchange ideas. I think that is so important — the face to face coming together, talking over things, and maintaining the "old boy, old girl network."

3. I am pleased that the Alliance still has the connection with the federal government through the FICE which John Paulk currently heads. We do have broad scale representation; we do interact with federal agencies; and we do have a way of getting together and maintaining the personal relationships that are so important.

WHAT THREE WAYS IS IT DIFFERENT?

One of my major concerns is that we have never developed any muscle in so far as really getting things done. Nongovernmental organizations (NGO's) are members of the Alliance because it is a way to keep in touch and doesn't cost very much. Organizations are willing to commit a few bucks to that purpose. I don't think we have much influence on the policy of those organizations which are Alliance members. They do what they do regardless of the Alliance. We also have failed to develop any real political clout. We just don't have any connections, any muscle, anything.

It would be great if we at some point could say, "We are the Alliance for Envrionmental Education. We represent 31 organizations with a combined membership of 3 million people, and we think these things are important. All of our organizations are on the line for this, and here is what we want." We have never been able to form an Alliance which acted as a group, or as a force representing all of the members.

Interviewer: Do you have any recommendations as to how that could be done?

It has partly to do with image. There are a lot of things you haven't asked me about that ought to be said. One of the big disappointments of the time when I was president was the so called "Alan Freeman experience." When we first formed, a deal was made with a promoter by the name of Alan Freeman. We were involved in selling film strips, from which the Alliance received a portion of the receipts. It did give us funds which enabled us to operate, but the worry and trouble it brought us took much energy away from more positive and productive programs and activities.

The contract was poorly written. We wasted so much of our energy on this problem! We got a lot of legal advice from the National Wildlife Federation, but we were never really able to put that thing behind us. Although settled by Jack Padalino it is embarrassing still.

HAS THE ALLIANCE LIVED UP TO YOUR EXPECTATIONS? BETTER THAN?

The Alliance in my opinion, has done one thing they proposed to do - that is to bring some organizations together and provide a means of dialoguing between them. We are literally the "only game in town" in this respect.

Something should be said at some point about Walter Jeske who was instrumental in working with the organization in its earlier days. Walter worked for the Department of Agriculture and died suddenly about two years ago. He knew the ins and outs of government with its various organizations, and was a good manager. He was a survivor and a great stabalizing influence in guiding us through the bureaucratic mazes and keeping financial records.

I would say the Alliance on a scale of 1 to 10, has achieved about a 5. I envisioned us at one time with an executive director, an office, a publication that went to all levels of education. I hoped it would be an organization that could get together and develop a policy, direction, or program that would be supported by all or most of the members. The net result would be a communications network, a project development capability, political clout and other factors contributing to an effective national envrionmental education effort.

The Alliance brought together a number of organizations. It offers an opportunity for communication between them; has sponsored several worthwhile conferences and meetings; provides access to certain levels of government; and has made contributions to the national conference in Russia. As for becoming an important national force in environmental education, not that anyone else has, we have not.

TO STRENGTHEN ITS ENVIRONMENTAL EDUCATION MISSION DURING THE 1980's, THE ALLIANCE SHOULD:

My feeling is that once and for all, we should get our legal questions and problems cleared up and out of the way. We have ignored that thing all these years. Nothing has ever been said about it, but it is still there.

One thing I would like to see is a reappraisal. I would like to look at the whole thing, and say "O.K., we have been around for 10 years, what have we accomplished; what have we not accomplished; what should we be looking at; where should we be going, and how might we get there." I think we need to work with our representatives to make sure what the Alliance does is reflected in the programs and activities of its organizations. We also need to find ways of using the resources of member organizations in accomplishing Alliance goals and objectives.

Interviewer: So your hope for the next 10 years is that the Alliance may actually carry more clout and be more involved in policy making decisions?

Absolutely.

We need to look at what it is we want to do, and how to do it. If we want to develop some clout and be able to do some things — how do we go about that. If we want to go on being a group that gets together to exchange ideas — how do we do that better. My own perception is that we are not doing either very well right now.

Interviewer: Yes, I see. So maybe they just need to redefine their role.

Yes, an organization needs to do that every once in awhile. People start off to do something and they do it forever unless something redirects them. The more I think about it, what we are doing right now would be a useful exercise to see if we need to reexamine what our role is — what we can do, and what we can't do. Maybe it is not possible for us to become what I have envisioned us to be. Maybe that is something we can't do — but decide what we can do, and then concentrate on those things we can do well, and try to do them. . . . One of the things I would like to encourage is to find out what the different organizations are doing; if there is some way that it can be put together for some type of interaction. Some of that happens but it is usually over a glass of beer somewhere. It would be worth the price of admission if you could go once a year and come back with a line on what everyone is up to; different things, different programs, and see where you fit, and where you can help.

IF THERE WERE ONE THING YOU COULD CHANGE ABOUT THE WAY AEE OPERATES, WHAT WOULD IT BE?

1. That relates to what is the goal or purpose. If we reexamine that, then it would become evident. If it came to the point that we needed to facilitate coordination and cooperation among the members, then we would look at ways to do that. We would try structured meetings, agendas, and published lists of events and cross-referenced activities so that people could see, participate and keep up on the different publications. If you decide the purpose is to create interaction among the members then you would have to look at different ways to do that other than just one annual meeting. Maybe exchange of publications; invitations to meetings; to events; to activities. Have a meeting hosted by an organization so that the Alliance might get a closer look at what they do and how they do it.

If you want to develop some kind of national visibility and clout, that would call for another type of organization in which you might want to use a little more structure and executive committee direction. I guess it comes down to what it is you really want to do and set it up from that basis.

Transcription of Interview with John Gustafson (AEE President 1974-75)

John Gustafson was the second president of the Alliance for Environmental Education, from 1974-1975. He took over in the middle of the year. Ken Dowling was the first president. Bob Cooke was slated to be his successor, but Bob resigned as president-elect in the middle of the year. So Rudy Schafer was elected as the third president.

WHAT ACHIEVEMENTS DURING YOUR PRESIDENCY ARE YOU MOST PROUD OF?

There was the "Four-E" project — Energy, Ethics, Economics, and Environment. We, the executive committee of the Alliance, worked with one of the board members, Alan Freeman, to develop a film strip. He had been into film strip production before for another group, and wanted to switch this over to the Alliance, if we were willing. We developed a contract with him to do the film strip. He was able to develop considerable funding, some of which was skimmed off as overhead for the Alliance. So we were able to fund our operation better.

The film strip was distributed to 20,000 teachers. It was a fairly big project and the project director's way of doing things didn't set well with most of our board members. Our relationship with him soured. In spite of that (I had to learn to work with him even though he is not my kind of guy), I think we did do some positive things.

The film-strip project was important at the early part of the Alliance history because we were looking for funding. It was a way to get ourselves known and to develop some public relations. I think it was useful, somewhat of a plus, even though there were some problems with it. Freeman was able to go to some of the big corporations that had funded him earlier to continue to fund the film-strip project that the Alliance was taking up. This was very helpful to us. He took what he needed to produce it and was able to transfer 15 percent of whatever he raised into the coffers of the Alliance for its operation. I was president right at the early part and, as I said, we were searching for funds. We had hired a part-time executive director, Jack Snell. He had a full-time job in Indiana and was going to do what he could for us part time. Snell was part-time for two years. There was another part-time director who followed Jack Snell. It was James Aldrich. Jim raised funds too; he had a base in Washington, D. C.

The Snowmass conference in Colorado was accomplished during my presidency. It was the first conference that the Alliance ever put together. We cooperated with Rudy Schafer's western alliance. He has a group of western states that work on environmental education; they were going to have this conference, and he offered it to the Alliance as an expanded operation, for us to sponsor.

WHAT COULD NOT BE ACHIEVED?

One disappointment was that in spite of Alan Freeman the Alliance was not able to get enough funding for a full-time staff person. We always thought that the Alliance needed to have a center, to develop a full time-office in Washington, D.C., where we could make our effort known at the federal level. We also hoped that the federal Department of Education would fund and set up a federal environmental education office of some kind. I don't know that Congress ever funded the Environmental Education Act of 1970. We did some lobbying in that regard, but I don't think it got very far. We have always had federal officials on the Alliance board; they were always pessimistic about this office ever happening. It might have been turf difficulty; various land use agencies have had environmental education activities for a long time. Perhaps they didn't see the education people getting into the act.

Formal education and informal education are separate. The Alliance should be involved with both. It needs to be done both ways. But much can be done through the informal groups, where many of our members are at. The National Wildlife Federation, for example, has many adult members. People in the general public need to be educated.

HOW IS THE ALLIANCE LIKE YOU ENVISIONED IT?

We certainly wanted it to be a forum for ideas and a cooperating group of organizations, which has been achieved. Many organizations that belong to the Alliance do get together and their people talk with one another and coordinate their activities to some extent. Another was the generation of ideas, some innovative suggestions are coming out.

HAS THE ALLIANCE LIVED UP TO YOUR EXPECTATIONS?

The fact that it is still struggling financially is a disappointment. We hoped that by 10 years down the road we would be well established.

Another is the fact that the Alliance has a poor self-identity. I have always thought that the Alliance spends a lot of time trying to understand itself. The membership is so diverse that groups like the National Wildlife Federation, which have huge public mem-

berships, don't know where the Alliance fits in with their scheme of events. The American Chemical Society is on the fringe of environmental issues; it would have a problem with where it fitted into the environmental education issue.

The old line conservation groups are small. For example, the Conservation Education Association has a clear idea about what environmental education should be, but the big problem is that it does not have any money. This mix of very disparate organizations in the Alliance, I think, has caused an identity crisis that has persisted since the Alliance came into existence. I had hoped that this would not be the case after 10 years.

The third point: the Alliance has too low a public profile. Its impact on public policy is not as great as I hoped it to be. I don't know how to correct that, but it is one of the goals that was set out more than 10 years ago but has not come into being. People are very busy in their own organizations, so the Alliance does not command much of their attention. When you rely on volunteers in an organization, not everything gets done.

I am not sure that the Alliance has exceeded my expectations. The fact that it still exists is a plus. However, it has not achieved what I expected. It is too fragmented. Large organizations have low interest; small organizations have high interest and no funds. It's a Catch-22 situation.

TO STRENGTHEN ITS ENVIRONMENTAL EDUCATION MISSION DURING THE 1980'S THE ALLIANCE SHOULD:

It needs to seek funding adequate to the task. Environmental education is a very important task and there is going to be a continuing big need for it. So funding is very, very important to implement what we know we need to be doing. Seek adequate funds for the task of implementing the goals that were set forth at the Burlington, Vermont conference in 1983. The Burlington goals are achievable and relatively up to date. The list of goals is lengthy. There is a committee to put priorities on this list. Jack Padalino and others have been working very hard on the rankings. They do intend to streamline the list, to pick the goals that are achievable and to set out to achieve some of them.

Perhaps we should slow down the planning process and speed up the implementing process. Many organizations, like the Alliance, do an awful amount of planning, always assessing, always planning conferences, always talking, but never getting around to doing anything. Some one must exert staff leadership, saying we can do this; we can't do that, and so on. Let's forget about the rest of it for a while and get something accomplished. This is what the Coalition is striving to do.

You can't sustain high level of interest in environmental education over a long period of time. Earth Day in 1970 was a big push and that is how the Alliance came about. During my presidency the Alliance gave a big effort to sponsorship of Earth Day. We developed a big poster called Earth Year '76, a declaration of interdependence, that had many ideas on the back of it for teachers to do and use. I am not sure that Earth Day still happens. Sometimes Congress passes a resolution for it, but it does not sustain that hyped-up interest. We have to think of new ways to go at it. We are losing ground overall.

Transcription of Interview with Jim Aldrich (AEE Executive Director 1975-1978)

WHAT TWO ACHIEVEMENTS DURING YOUR DIRECTION OF THE AEE ARE YOU MOST PROUD OF?

1. Got a clearer picture of the Alliance's role and the kind of activities it could carry out.

2. Held the St. Louis Conference, the North American Regional Conference, part of UNESCO program. This provided a tremendous amount of productivity and brought together 300 people from Canada and the U.S. who share a lot of programs. I have seen it has had a ripple effect ever since.

Interviewer: I learned from Kenneth Dowling that you were able to formulate some policy that was taken by representatives to that UNESCO meeting.

That is correct. We turned out a report which led to the meeting at Belgrad, Yugoslavia. I felt the North American input was very influential. I felt this was largely possible because AEE was willing to take the initiative.

WHAT ONE THING WERE YOU NOT ABLE TO ACCOMPLISH THAT YOU WISH YOU MIGHT HAVE?

1. The big thing was to bring the Alliance to the point where it would have been able to maintain a continuing staff, and therefore a more active presence in the environmental education field. I don't feel we successfully infiltrated the Alliance members. We maintained our contact with the various individuals who were the representatives, but I don't feel that we ever really impacted the organizations such as National Education Association, American Federation of Teachers, etc. A number of these organizations could have brought us really tremendous impact in the educational field. The potential was there, but we just couldn't seem to find the formula.

AS YOU VIEW THE ALLIANCE NOW, IN WHAT THREE WAYS IS IT LIKE YOU ENVISIONED?

1. It maintains its position as spokes-organization for the concerns relating to environment and education.

2. It continues to be an effective group in pulling together organizations and individuals to share their concerns, share their expertise, and to develop a sense of direction. The most notable recent activity that I can find is the conference at Vermont.

3. It has maintained a communication channel which has allowed it to touch upon other segments of the education and training community with environmental ideas. (A minor point).

WHAT THREE WAYS IS IT DIFFERENT?

1. Thought we would reach a point where we would have a small core staff and have the possibility of a presence that is not possible when you are strictly a volunteer organization.

2. Communication is not as effective as I would have hoped it would have been. I hoped it would have more influence on developing environmental ideas in communities that don't perceive themselves as environmental education.

3. The Alliance has not been able to establish an active, or even activist, role within the education and training community as I was hoping it would. I was hoping it would be a gadfly for various fields such as social studies or geography and other fields. I don't think that the organization has, in fact, established that position.

Interviewer: Do you have any ideas how the AEE might facilitate this?

I'll pass on this question, because I have not been intimately involved with AEE recently. However, let me add - back in 1973-74, maybe 1977, we had considerable activity around 2 issues. One was developing specific kinds of projects that the AEE could pursue as action efforts to supplement kinds of materials or training. These would have put us in the position of working with various member organizations. That did not come to pass. We were not able to get enough leverage for the funding of those. A smaller, but important issue relating to the way the Alliance thinks of itself, is that we had long discussions about the dues structure and the need to set up some pro-rated structure based on different sizes of organizations. We never broke through that one, in fact there was a great reluctance to set up an effective dues structure and in my view we went for letting people in rather than working on organizations paying their own way. While it is important to maintain a low fee for smaller organizations, I don't think we were wise in not looking for larger fees from larger organizations. I believe it became a mind set about the way we perceived the organization, and I think we were too modest. That is not to suggest that we would be the super organization to replace a lot of concerns, but I think we saw ourselves as essentially a small outpost and not a mover and shaker. We were not able to manifest a sense of our own destiny as an organization and we tended to think of ourselves as a small commercial operation.

HAS THE ALLIANCE LIVED UP TO YOUR EXPECTATIONS?

The answer to that is no. In the early 1970's when the organization was set up and I was directly involved with it, I had high hopes that it would establish itself (in the role of a global coalition) on a modest basis. I don't think the Alliance has been able to get to that point. We had some of that energy in the early years, but it seemed to fade as we got into the 1976-77 period. I think we just sort of stalled there. I saw the organization playing a clear, prominent role in EE. It managed to accomplish a great deal, but I think it falls short of the potential.

TO STRENGTHEN ITS ENVIRONMENTAL EDUCATION MISSION DURING THE 1980's, THE ALLIANCE SHOULD:

The AEE ought to look for ways that it can infiltrate its affiliate organizations and make them more aware of AEE and become more involved. One idea we had off and on through the years was to literally find a way to get environmental ideas into the publications of these different organizations. I think if you assume that the Alliance will operate without any significant staffing, one way to have greater influence is to put environmental education and training ideas into the newsletters and publications of member organizations. AEE could become an information clearinghouse — and promoter.

Interviewer: Do you feel the Alliance should have input into the policy making decisions of the affiliates?

I think that's unlikely. It would depend entirely upon the representatives and their ability to have that kind of a role. By in large, in terms of large corporations, it seems to be quite unrealistic at this stage, but that possibility might be there down the line.

IF THERE WERE ONE THING YOU COULD CHANGE ABOUT THE WAY AEE OPERATES, WHAT WOULD IT BE?

1. I pondered this awhile. I will answer in an orderly simplistic way. The AEE should be more assertive. I think the Alliance needs to find a way to be a promoter of communications and ideas about environmental education issues. I had pushed very hard for the AEE to have a chance to play that role in the international environmental education arena. I think that opportunity, to some extent, has gone by. I think there are other similar situations, however. If the Alliance were to take on a communications role, it could have a very significant effect — a role that has the Alliance providing a news service, if you will, something specifically geared to getting information into the appropriate newsletters and publications to get the ideas out there. Communication and information are the most important things the Alliance could do.

Interviewer: Anything to add?

There's just one point I'd like to add as a topic for discussion when the presidents meet. I think there ought to be some time to assess what is the overall climate for environmental ideas and environmental education. What is the context in which the Alliance would be operating in? It is clearly different from the 1970's with Earth Day and those kind of activities. Yet, environment as a topic has maintained a very strong place in the public eye. It still makes significant news, unfortunately mostly because of disasters. There should be some sense of developing a long-range plan which takes into account what is the existing climate for environmental concerns.

Transcription of Interview with Charles E. Roth (AEE President 1976-77 and 1981-82)

Charles E. Roth was the fourth and sixth president of the Alliance; he was on the executive committee of the Alliance for 10 years, so trying to sort out what happened when was difficult. He served a first term before that of June McSwain. His second term was in 1981, after Rudy Schafer from California, and before Bill Hammond, who was president in calendar year 1982.

WHAT ACHIEVEMENTS DURING YOUR SECOND TERM AS PRESIDENT ARE YOU MOST PROUD OF?

Getting the Burlington, Vt., Congress off the ground and running had to be one. Getting the Alliance to turn around and finally admit state organizations was a second achievement. (During his first presidency, a major achievement was holding the St. Louis conference and the Chataqua Institute program, which generated material for the U.S. Delegation at Tilbisi, U.S.S.R.).

WHAT WERE YOU NOT ABLE TO ACCOMPLISH?

I could not get the Alliance to function really well as an alliance, although the Burlington Congress was an initial attempt to do that. Getting the Alliance to work together is a real concern that I have. The smaller organizations carry the bulk of the load; the larger organizations, which could support the Alliance both financially and with resources, do not seem to pull their share of the load. There are individual players but the Alliance has never functioned as an organization. What the Alliance accomplishes during any term of a president is usually what that person alone is able to accomplish. It happens to other organizations that operate on a volunteer basis and do not have a paid executive officer.

During my first term the Alliance had a part-time executive, Jim Aldrich. He had an office in Washington, D.C., for three years. Aldrich worked for an organization called Threshold; the Alliance had a contract with Threshold for its actual executive.

HOW IS THE ALLIANCE LIKE YOU ENVISIONED IT?

The main thing is that the Alliance is a place where people can get together for a forum to discuss issues and form coalitions to work cooperatively on these issues.

The various national conferences that the Alliance sponsored brought people, not only members of the Alliance, together from the entire environmental education community to discuss and look at issues. The Alliance was formed in 1972, and there were a number of meetings between then and the Burlington Congress in 1983. Although there was no pattern to the meetings, Snowmass, Colo., was the first; its forerunner was an independent conference in Green Bay, Wis. Next in the chain was the St. Louis Conference, which was preparatory for the U.S. delegation to the Tilbisi Conference. The next conference was in Washington, D.C. It might have been titled a return from Tilbisi. Then the Burlington Congress in 1983 got a broader audience and was a more cooperative venture of Alliance members. Reports from these conferences are available from the Education Research Information Center/Clearinghouse for Science, Mathematics and Environmental Education center at Ohio State University, so they became part of literature.

The Alliance is a group of people, working together to get common goals accomplished; it was formed to help the individual organizations do a better job and to disseminate their materials to other groups. The Alliance has strived for a diversity — organizations of the resource type like the gas companies and the electric companies, as well as the academic members, and the strict environmental education members. The Alliance recognizes that environemntal education permeates a broader spectrum of our lives than just nature studies.

HOW IS THE ALLIANCE DIFFERENT THAN YOU ENVISIONED IT?

The main disappointment is that the Alliance has not worked together as a functioning group. Our original charter had an executive director; the Alliance was set up on that basis. The Alliance did not have the funds to hire a full-time executive director; consequently the Alliance activity was put on a volunteer basis. You can't get too much enthusiasm or energy built up with a volunteer organization.

When you have an executive in a small office, you can begin to have some fund raising. The Freeman project was a tremendous asset and a horrendous problem. Most of the funds that we are living on now came from the Freeman project, but the Alliance paid a terrible price. A good deal of the time of the early presidents of the Alliance was spent in mediating the situation with Freeman, rather than focusing on other issues.

The Alliance has not lived up to my expectations because the Alliance has not worked together. It has lacked cooperation.

On the other hand, it has lived up to my expectation in giving me access to many people and much discussion that I would not have had in any other way. It brought me in contact with a broader spectrum of people.

The Alliance is going to have to work and strengthen its regional and state afffiliations, while keeping an eye on what can be done at the national level to support this activity.

This state and regional activity is a major change. When the Alliance was first formed, it was compulsory that the organizations had a national focus. My organization was the most questionable at the time. Now, we are bringing in organizations like the New England Environmental Education Group and the Pennsylvania group and Rudy Shafer's Western Regional Environmental Group. These groups have had a national impact on environmental education, but each started regionally.

TO STRENGTHEN ITS ENVIRONMENTAL EDUCATION MISSION IN THE 1980'S, THE ALLIANCE SHOULD:

The Alliance must strengthen its state ties, provide a forum for keeping the needs for environmental education in front of the public. It is important for every informed citizen to have a general background on environmental issues and to have basic decision making skills. How that is accomplished will vary, depending on whether the Alliance has a national focus, a state focus, or a regional focus. First, the Alliance must make sure that the public understands the need for environmental education; then work to find the resources to help people improve it. Support services such as the computer networking of Alliance members might help to make events happen quicker.

In more concrete terms what will happen? People do make a difference in the long term. Not magazines; they become tools. I have been trying to get a team of writers, who are not putting out publications, to get out the message on environmental education. We need to get the words out to *Newsweek*, *Time*, and *Fortune 500*. It's placing materials where people are more apt to see them, rather than creating another publication that only specialists see.

There is a need for looking at and drafting model legislation that various state groups can promote in their states to strengthen a policy for environmental education in public schools. The Alliance should support the implementation of this activity. Some of the states are already doing this. They serve as models and the networking of state and regional groups is very important.

The present trend is to decentralize education, to get away from the federal level, and put all of it on the states. This means that limited resources have to be split 50 ways. But the Alliance could decide on key target states or regions, where the potential for developing model legislation is very high. The Alliance should encourage other state groups to follow the exemplary ones. The national center would be the policy coordinating body.

HOW WOULD YOU CHANGE THE WAY AEE OPERATES?

I would get an executive office building quickly. I don't know how to get the funds for that. In order to get people to help with fund raising, some one has to write proposals. When you sit down and write proposals, you find yourself in conflict with your own organization. You wind up writing proposals to agencies from which your own organization is trying to seek funds. Dixie Pemberton, AEE secretary, has made some personal contacts for funding and has indicated that this approach might be a way to go. The catch is coming up with a good plan.

We also need a national policy statement on environmental education. We also need to describe a state model for environmental education.

Transcription of the Interview with June McSwain (AEE President 1978-81)

GIVE TWO THINGS YOU ACHIEVED DURING YOUR PRESIDENCY THAT YOU ARE MOST PROUD OF:

1. The follow up to the 1978 National Conference on Environmental Education.

2. A white paper that was developed by members of the Alliance and others giving direction to the organization. I think both of these achievements helped solidify our thoughts and direction for the program, and many of them are reflected in the Alliance today even though they may be in a more current context.

WHAT ONE THING WERE YOU NOT ABLE TO ACCOMPLISH THAT YOU WISH YOU MIGHT HAVE?

1. I would like to have done more with the 1978 Conference so that there could have been more specific results. I would like to have seen more people involved in reaching those results. It seems to have been more an Alliance executive committee and an Alliance president's job. One thing in particular, I had hoped that the conference would do which did not happen, and may be inherent within the structure of our affiliates, is the formation of a network of the affiliates at the state level to strengthen environmental education at that level.

AS YOU VIEW THE ALLIANCE NOW, IN WHAT THREE WAYS IS IT LIKE YOU ENVISIONED?

1. It is a forum of different organizations with a common interest in environmental education.

2. It focuses on matters of importance to environmental education, but not environmental issues.

3. It manages to focus on matters of importance, but staying out of conflict with the individual organization's goals.

These are things that were set up as part of the purpose of the Alliance and I'm happy to see that we have been able to retain this.

WHAT THREE WAYS IS IT DIFFERENT?

1. All of the affiliates are not as involved as I would like to see them be in the activities of the Alliance, or in the interactions among the activities in the Alliance.

2. And, as with all volunteer organizations, the movement of activities within it is slow.

3. I feel like with the depth of the member organizations and affiliates, the Alliance should be stronger. It should be as strong as the depth of its members and I don't believe it is.

Interviewer: How could this be changed?

One of the things we need to look at now through the president's forum is what we have done well, and what we have relied on to implement successful projects.

Perhaps we need to focus ourselves in the direction of activities utilizing those talents because apparently those are things we can accomplish.

I think to get the depth of organization perhaps is a misperception on my part, and maybe that just can't happen.

HAS THE ALLIANCE LIVED UP TO OR BEEN BETTER THAN YOUR EXPECTATIONS?

The Alliance is better than I envisioned it would be. As an example, I was pleased that we were able to facilitate the 1983 Congress. I thought those who worked on that did an excellent job in putting it together and pulling it off.

HAS IT BEEN LESS THAN YOU EXPECTED?

This question I answered before in the 3 ways the Alliance is different than I envisioned it.

TO STRENGTHEN ITS ENVIRONMENTAL EDUCATION MISSION DURING THE 1980's, THE ALLIANCE SHOULD:

Part of this I have given before. I think it should very closely identify its strengths and weaknesses from past activities. The Alliance should focus on activities we can actually accomplish. Focus on the "doable" to give both the environmental movement and the Alliance a real sense of accomplishment.

IF THERE WERE ONE THING YOU COULD CHANGE ABOUT THE WAY AEE OPERATES, WHAT WOULD IT BE?

Because I have been out of the organization at the executive level for awhile, I would like to see more specifically the operating procedures of the organization spelled out so that they, the constitution, and the bylaws are all available to members. We can then see how the organization operates and what responsibilities are designated for each of the specific officers and any subcommittees, along with the people to whom they are responsible. In this way, the Alliance would have a structure to it as a staffed organization does.

Transcription of Interview with William Hammond (AEE President 1982-83).

William Hammond, president of the Alliance during calendar year 1982, is a representative of Lee County Schools in Fort Meyers, Fla. He followed Charles Roth and referred to himself as an interim president.

WHAT ACHIEVEMENTS DURING YOUR PRESIDENCY ARE YOU MOST PROUD OF?

I helped to get the Congress off the ground. Maintaining the openness between the members of the Alliance during the formation of the Congress was the achievement of my year. In the early negotiations the National Association of Education (NAE) and the Conservation Education Association (CAE), the original stimulators for the concept of the Alliance, and the American Nature Study Society were the three principal parties involved in the Congress. When Jack Padalino took on the chairmanship of the Congress, I served as president of the Alliance for the same year to help Jack. Mainly for financial reasons, and some political reasons, NAE could not be a sponsor of the Burlington Congress.

WHAT WERE YOU NOT ABLE TO ACCOMPLISH THAT YOU WANTED TO?

I could not get the an attorney's bill settled. In the process of negotiating the Congress, June McSwain was authorized to discuss drawing up a contract agreement with an attorney who had served the Alliance in previous experiences. June did work with the attorney and they did draft a contract; but it did not meet the Alliance's needs. When the Alliance was billed for it, the sum was fairly substantial. It took the executive board of the Alliance almost another year and a half to resolve that issue. Difficulties like this can arise in a volunteer organization, where clear lines of responsibility are not delineated.

HOW IS THE ALLIANCE LIKE YOU ENVISIONED IT?

It is politically dependent on volunteerism. This dependency is both its strength and its weakness.

Second, it is very difficult for the Alliance to maintain continuity. Keeping continuity is a problem with the Alliance. What is one person's priority and ability in terms of work application, as president, isn't necessarily the next one's. It is difficult when one president must take over from a former president. It has been an unwritten process of having a past president, a current president, and a president-elect so that they can rotate in the job. The difficulty is finding people to serve as president in a volunteer organization. The Alliance tends to get people who are overcommitted in the first place.

Third, the people in the Alliance are great; they are dedicated to the purposes of environmental education, in the giving of their time and energy. On the negative side, these people do not have the monies to support their deliberations.

Yes, the Alliance receives money from the affiliates, but after the money is accepted, it is a volunteer organization. Everyone sustains themselves, but this does not give the Alliance fiscal continuity.

HOW IS THE ALLIANCE DIFFERENT FROM HOW YOU ENVISIONED IT?

People in key positions of the Alliance are overcommitted. The first thing I discovered was that everybody was as bad off as I was in being overcommitted. I thought of that as a real problem. It is very hard to expect them to be able to do significant work for the Alliance; even though they want to do it, it is very hard for them to stretch to do it.

Second, a communications network is very difficult to sustain. Dixie Pemberton always does a good job with the *Alliance Exchange*, the newsletter, but it is always an uphill battle to get information from the member organizations. There is no connection of the member organizations of the Alliance. The point is that many of them are just paying their dues. The Alliance is working with middle management staff members. A big weakness of the Alliance is that it has never been able to cultivate the leadership in the organization's home base. The presidents and boards of the organizations know nothing about the Alliance.

The Alliance needs renewed energy to look at where its future is, rather than looking back. The concept of a national center, and I feel very strong about it, really came from a group of bureaucrats who were looking for sustained energy for their special interests. The concept of the center may still be viable, but only if it is a process. The Alliance should be a leader in bringing the diverse views of its member organizations together in a forum context. In a very subtle way the Burlington, Vt., Congress might have been the first step for doing that. The Alliance brought together the leaders of organizations, from Audubon to the AFL-CIO, to discuss the future of the environment. The Alliance must be more than a group of like-minded people, from different organizations, who basically talk to themselves.

Jack Padalino and I started an active campaign to recruit new members. Chuck Roth had conceptualized the campaign. There was both encouragement and discouragement in this activity. For years I had been told that the Alliance prohibited state organizations from becoming members, with the exception of the Massachusetts Audubon, because it had an international program. When I checked the bylaws and rules, there was no prohibition to state organizations being members. So we went out and actively recruited some. (The success was the four new organizations mentioned in the Padalino interview.) We were interested in organizations large enough to have national input and influence. It wasn't, for example, the local soil conservation district, nor the local Audubon Society. Rather the recruitment program of the Alliance was interested in organizations that were active enough to impact people's thinking beyond the state border. We picked up four. (See the Padalino interview.)

HAS THE ALLIANCE LIVED UP TO YOUR EXPECTATIONS?

It has always been an inspiration to me to see people give tremendous amounts of their personal energy and time. It has been better off in terms of contributions of individuals. I have always been impressed with what the Alliance has been able to do.

It exceeded my expectations. On the other side, I was disappointed in my inability to establish a communications network. Originally, the Alliance was designed to be an effective communicator between diverse groups of people, organizations, and agencies that had an interest in the environment. I do not feel that the *Exchange*, although it has improved under Dixie's leadership, is an effective tool for this communication. The *Alliance Exchange* does not reach the top managers in each of the organizations. No, the Alliance is involved with middle management. To bump up Alliance business to their presidents and senior vice-presidents is hard for them.

TO STRENGTHEN ITS ENVIRONMENTAL EDUCATION MISSION DURING THE 1980'S THE ALLIANCE SHOULD:

I would try and bring a focus to where the planet Earth is going in terms of its future in the environment. The Alliance could run an international conference in a year or two from now. The Alliance needs to look ahead in a visionary way. I have seen business and industry's view on the environment change dramatically in the past five years. I see the international conference as a policy working group. The group, for example, could determine what the future role of the Alliance should be. The Alliance is a catalyst that can focus people's viewpoints.

Interviewer: What are the publications of the Alliance?

The *Alliance Exchange* is the newsletter. It is not the vehicle to get the message out. Once the Burlington Congress was organized, the Alliance took a back seat.

Interviewer: Is the *Journal of Environmental Education* a separate publication?

That publication grew out of the needs of the academic community to have a place to publish information on research in the environmental education field. It's a small group of people. People back at the home base of the organization do not read it. Only program and middle managers read the journal.

The Alliance must move up the management ladder in the organization. It needs to involve the presidents of national organizations. If we had the leadership of NAE, CEA, and the American Nature Study Society, the Alliance would be better off. We didn't have the leaders at the Burlington Congress. Practitioners and classroom teachers were well represented at Burlington. My personal bias is very strong toward the Alliance addressing some energy to the policy makers in existing member organizations and extending its membership.

WHAT WOULD YOU CHANGE ABOUT THE WAY THE ALLIANCE OPERATES?

I would concentrate on locating a funding source so that the Alliance would have a full- or part-time staff to maintain communications and operations. It is very difficult for the Alliance to run as a totally volunteer organization and provide any significant service. The Alliance should look two years ahead, to what it wants to do, to look forward to an international congress with the focus this time on policy makers. I think the business community would be interested in such a new congress.

Transcription of Interview with John Padalino (AEE President 1983-84)

John Padalino, president of the Alliance for calendar year 1983, is a representative of the National Science Teachers Association. The Alliance has about 30 affiliates which represent large associations like the National Wildlife Association and small associations with annual operating budgets of about $5,000.

WHAT ACHIEVEMENTS DURING YOUR PRESIDENCY ARE YOU MOST PROUD OF?

I am most proud of coordinating and convening the first environmental education congress, the National Congrees for Environmental Futures, that was held in Burlington, Vt., in August 1983. A second achievement was expansion of the Alliance membership by four. The following organizations were added — The New York State Outdoor Education Association, The Pennsylvania Alliance for Environmental Education, American Chemical Society and the New England Alliance for Environmental Education. A third achievement was closure on a contract issue with the project leader of the 4-E products. It took up much time of the executive committee, but was resolved.

WHAT WERE YOU NOT ABLE TO ACCOMPLISH THAT YOU WANTED TO?

I had a dream of networking the executive committee by way of computers. If each of us had a telecommunications system, we might have been able to speed up communications.

HOW IS THE ALLIANCE LIKE YOU ENVISIONED IT?

I looked at the Alliance as a focal point for dialogue and discussion for environmental education issues and practices. I looked at environmental education from a broad range — K-12, formal education (precollege and within the college community), and nonformal education (museums, nature centers, and field centers). I looked at the Alliance for dialogue for practices within the above places. When the Environmental Education Act was passed in 1970, I assumed the Alliance was the arena where the legislation would be discussed. People who were involved with environmental education were instrumental in the passage of this act. The Alliance came into being in 1972. More recently, there were discussions in 1984 on environmental education, but it does not have much chance of renewal. Environmental education seems to be on hold. I looked at the Alliance as the place to keep EE's presence visible and viable nationwide. One outgrowth of the Alliance is the new thrust by the National Science Teachers Assocation (NSTA); this association has launched a National Search for Excellence in EE. It was through the efforts of the Alliance that I was able to initiate this measure. The NSTA will go through 1985 and have recognition at its meeting in San Francisco in 1986. The NSTA will meet in Cincinnati in April (1985) to present a position paper on national excellence, to discuss guidelines for specifying exemplars for EE. Then the NSTA will hold meetings (area conventions) at three locations so that its members will respond to this search for national excellence. Meetings will be held in Hartford, Ct., Kansas City, Kan., and a city (New Orleans) in Louisiana.

NSTA will conduct panels and make the search known to its constituency at these three area conventions. Each state will propose an exemplar; this search is tied in with state EE supervisors, through the SEECA CSQ network. What's that? The search committee will probably pick ten for national recognition that will be announced at the San Francisco meeting of NSTA in April 1986.

HOW IS THE ALLIANCE DIFFERENT FROM HOW YOU ENVISIONED IT?

After passage of the EE Act of 1970 I thought that the Alliance would have been able to maintain its environmental education legislative presence. The Alliance did not do the job in this area; my expectations were not fulfilled.

I felt that the Alliance and its membership would be more aligned with the science education community. With the current interest in the crisis in science education, I thought that the Alliance and its membership would be more allied and aligned with the science education community. Now, there is an effort in the development of materials and curricula for EE in the National Science Foundation; perhaps this might be a direction for the Alliance, if it so chooses.

I had the expectation that there would be more of a presence of the corporate community within the Alliance. The Alliance has been predicated on volunteerism. Perhaps, some of this has not come about because of the lack of a national center. The executive committee of the Alliance could certainly use a professional staff. The issues, the energy, and effort of the executive committee are commendable, but we are trying to do too much, given the resources of time, people, and money at our disposal.

HAS THE ALLIANCE MET YOUR EXPECTATIONS?

The Alliance is better than my expectations in terms of the focus on key issues. The dialogue that is currently being conducted on the national center is a step in the right direction. The Alliance has given the national center a presence, at least in people's minds, with Alex Barton's position paper and dialogue underway now.

The Alliance is broadening its support base; it is seeking state organizations to affiliate with the Alliance. The focus is on the

science teachers in the states. Education is a function of the state. Membership has been extended to the Pennsylvania Alliance for Environmental Education; similar groups in Tennnessee and Kentucky are seeking entry into the Alliance for EE. The Alliance has a presence; it can guide, direct, lead and offer its assistance to state organizations.

What happened in Pennsylvania in the past year since the Congress would be a model for state initiatives and involvement. The Alliance, for example, might choose to assess the seven bell weather states for their environmental education initiatives, measures and programs including Washington, Connecticut, Colorado, North Carolina, California, Texas, and Florida. The Alliance could recognize (or was Padalino talking about NSTA) initiatives, measures and programs throughout the country and then publicize them. Publicize what works and come up with best guesses on why they work.

The Burlington Congress was a good start; it should be repeated every four years, preceding a national election.

TO STRENGTHEN ITS ENVIRONMENTAL EDUCATION MISSION DURING THE 1980'S THE ALLIANCE SHOULD:

The Alliance should increase its visibility through more newsletters, more publications. Second, it should assess the environmental education needs of the affiliates and then focus on doable, visible initiatives.

Interviewer: Is the *Journal of Environmental Education* part of the Alliance?

No, it is published by the Helen Dwight Reid Educational Foundation, 4000 Albermarle St., N.W., Washington, D.C. 20016. This foundation also publishes "Environment." This EE journal started in the early 1970's and has a high level of credibility in the academic community. Clay Schoenfeld gave it much of that credibility — Schoenfeld is at the University of Wisconsin at Madison. He and John Disinger at Ohio State did a survey article on EE in 1978.

HOW WOULD YOU CHANGE THE WAY THE ALLIANCE OPERATES?

If there were one thing I could change about the way AEE operates, I would establish an office with a paid executive secretary and full-time staff. I would start with an office of three and see what happens. The office would have an executive, an administrative assistant, and some secretarial help.

Interviewer: Where would the money come from? You mentioned that the Alliance activity to date has been volunteerism.

A number of strategies. If we get enough to keep an office alive for three years, one of the major tasks of the office would be development — finding ways to sustain itself.

I look at these comments from the presidents as a first step in long-range planning, and I interpret long-term planning to be a five-year process. The collective wisdom of the presidents, the executive committee, and the full board of the Alliance should be brought forward. The highest priority of the Alliance should be to reach a firm consensus on concrete, doable measures, and then mobilize efforts to achieve them.

APPENDIX C

This Appendix is divided into two parts. Section 1: Descriptions of organizations participating in the Alliance and Section 2: Information for affiliating with the Alliance for Environmental Education.

MEMBERSHIP

AMERICAN CHEMICAL SOCIETY
Mr. Stanton Miller (202) 872-4581
1155 16th Street, N.W., Washington, D.C. 20036

The American Chemical Society has two groups among its 28 divisions that are involved with environmental problems: the Committee on Environmental Improvement (CEI) and the Division on Environmental Chemistry (DEC). The CEI responds to pending environmental legislation and proposed regulations, advising ACS governing bodies on pertinent environmental issues in science and public policy. The division publishes a monthly scientific journal, *Environmental Science and Technology*. The DEC sponsors programs at the two annual ACS meetings and publishes a series of abstracts of the technical papers presented by the division at ACS meetings.

AMERICAN FEDERATION OF TEACHERS
Mr. Duane Kelly (O) (816) 483-0753 (H) (816) 358-1897
10311 East 42nd Street, Kansas City, MO 64133

Encourages members to engage in environmental education through publications and activities of local affiliates, which are found in all states. More than 564,000 members.

AMERICAN FOREST INSTITUTE
Mr. Carlton Owen (202) 797-4530
1619 Massachusetts Avenue, N.W., Washington, D.C. 20036

The Institute is the information and education organization for the forest products industries, including manufacturers of wood and paper products and landowners. It is the national cosponsor of Project Learning Tree (PLT), a K-12 supplementary environmental education program. In addition to PLT, Institute staff participate in environmental and professional education organizations and associations. Through its staff and members, the Institute provides expertise on the forest resource as requested.

AMERICAN GAS ASSOCIATION
Mr. Stephen Kussman (703) 841-8400
1515 Wilson Boulevard, Arlington, VA 22209

The American Gas Association (AGA) is a national trade association comprised of approximately 300 gas distribution and transmission companies. These firms serve some 160 million consumers and account for 85 percent of all gas energy delivered by the regulated gas industry in the United States.

Founded in 1918, AGA acts as a clearinghouse on gas energy information on a wide range of energy policy matters, including the environment. AGA, as a spokesman for the regulated gas industry, conducts the gas industry's National Education Program.

AMERICAN NATURE STUDY SOCIETY (212) 549-2055
Mr. Talbert B. Spence
Wave Hill, Inc., 675 West 252nd Street, Bronx, N.Y. 10471

The Society since 1908 has promoted environmental education and understanding on nature by conducting meetings and field excursions and producing and distributing publications. It cooperates with organizations with allied interests by encouraging members to contribute consultant services. It assists in training nature leaders.

AMERICAN SOCIETY FOR ENVIRONMENTAL EDUCATION
Dr. William Mayo (603) 643-3536
Wheeler Professional Park, P.O. Box 800, Hanover, NH 03755

The American Society for Environmental Education was founded in 1971 to answer the need for a national professional organization for environmental educators at all educational levels. The ASEE is also committed to out-of-school and adult environmental education programs and works actively with the American business community to ensure environmental literacy for all citizens. Other purposes of the ASEE include the preservation of land and buildings for educational, environmental, scientific, historic, and other purposes through the acquisition of real property and the granting of conservation easements.

BOY SCOUTS OF AMERICA
Mr. Tony Booth (214) 659-2385
1325 Walnut Hill Lane, Irving, TX 75038

The BSA seeks to supplement and enlarge established modern educational facilities for activities in the out-of-doors, to better develop physical strength and endurance, self-reliance, and powers of initiative and resourcefulness, all for the purpose of establishing with the boys of today the very highest type of American citizenship.

CALIFORNIA ASSOCIATION FOR ENVIRONMENTAL AND OUTDOOR EDUCATION
Mr. Donald Bielefield (415) 472-2401
Office of Information, U.S. Forest Service, 630 Sansome Street, San Francisco, CA 94111

An outgrowth of the California Pilot Project in outdoor education started in 1946, CAEOE encourages and supports school districts and their staffs in developing residential, environmental and outdoor education schools and other environmental education programs. It provides guest speakers, programs, workshops and conferences. It participates in research, and publishes a newsletter five times each year.

CENTER FOR ENVIRONMENTAL EDUCATION
Mr. Roger McManus (202) 737-3600
624 9th Street, N.W., Washington, D.C. 20001

The Center for Environmental Education was established in 1972 to increase public awareness of issues relating to the protection and enlightened use of the ocean and its marine life. Special projects of CEE include the Whale Protection Fund, Seal Rescue Fund, Sea Turtle Rescue Fund, and the Marine Habitat Program. In addition to publishing the CEE REPORT, a quarterly newsletter, CEE has published a variety of educational materials, including seal and sea turtle identification posters, the Directory of Marine Education Resources, and a Citizen's Guide to the Ocean.

CONSERVATION EDUCATION ASSOCIATION
Mr. John R. Paulk (615) 632-8103
Tennessee Valley Authority, 1B35 Old City Hall, Knoxville, TN 37902

The Association encourages local, state, and national conservation education programs by disseminating news, ideas, and suggestions on conservation and environmental education through annual conferences and reports, a newsletter, other publications, special projects, and cooperation with organizations and agencies active in this field.

EDISON ELECTRIC INSTITUTE
Mr. Walter L. Purdy (202) 828-7400
1111 19th Street, N.W., Washington, D.C. 20036

Edison Electric Institute (EEI) is the association of America's investor-owned electric companies. EEI undertakes studies and scientific research in areas of concern to electric utilities and their customers. EEI publishes educational materials relating to economics, energy, the environment, and electric safety. This information and educational services materials generally are available free or at nominal cost to individuals or educational groups from local investor-owned electric companies or EEI.

FORESTA INSTITUTE FOR OCEAN AND MOUNTAIN STUDIES
Ms. Marla Painter (702) 882-6361
6205 Franktown Road, Carson City, NV 89701

The Institute provides training and consulting in interdisciplinary, experiential education; develops formal and nonformal curricula in environmental education; conducts EE programs for a variety of groups; and does research and analysis of environmental problems with special concern for endangered species and habitats, cultural relationships to land use, and international environmental concerns.

GIRL SCOUTS OF THE U.S.A.
Ms. Carolyn L. Kennedy (212) 940-7500
830 Third Avenue, New York, N.Y. 10022

The organization provides opportunities for girls to experience, to discover, and to share planned activities that meet their interest. These activities encourage personal development through projects in social action, community environmental action, wildlife values education, wildlife sanctuary management, youth leadership, career exploration, and community service.

THE HUMANE SOCIETY OF THE UNITED STATES
Ms. Patricia Finch (203) 434-1940
Box 362, East Haddam, CT 06423

The motivating concern of the Society is the prevention of cruelty to all living creatures. Its educational division, the National Association for the Advancement of Humane Education, promotes integration of the humane ethic into school curricula and community education programs. Inservice education and professional development programs are made available to teachers, humane society educators, environmental educators, and others.

IZAAK WALTON LEAGUE OF AMERICA, INC.
Mr. Jack Lorenz (703) 529-1818
1701 N. Ft. Meyer Drive, No. 1100, Arlington, VA 22209

A 50,000-member nationwide nonprofit citizen organization dedicated to the wise use of our country's natural resources. League programs help conserve fish and wildlife habitat, defend endangered species, ensure clean air, protect wetlands, care for free flowing streams, and enhance outdoor enthics.

MASSACHUSETTS AUDUBON SOCIETY (617) 159-9500
Mr. Charles E. Roth
Hatheway Environmental Education Inst., Lincoln, MA 01773

Massachusetts Audubon Society is involved in environmental education at all levels - from youth to adult - as a primary activity. Wildlife is a defined priority, but the Society operates on the premise that wildlife is best preserved in a healthy total environment. Materials available nationally; programs, locally.

NATIONAL ASSOCIATION OF CONSERVATION DISTRICTS
Mr. Malcolm P. Crooks (215) 197-5676
P. O. Box 297, Solebury, PA 18963

Serves 3,000 local conservation districts in 54 state and territorial associations. Conservation districts are the local units of government responsible for mobilizing both private and governmental resources in carrying out programs to conserve and develop land, water, forest, wildlife, and related natural resources.

NATIONAL AUDUBON SOCIETY, INC.
Mr. Marshal T. Case (203) 364-0520
Route 1, Box 171, Sharon, CT 06069

Through educational projects, such as exhibits, camps, seminars, films, travel, and youth programs, and the distribution of literature, the Education Division of the National Audubon Society seeks to arouse the interest of both children and adults in protecting wildlife and the natural environment and in understanding the interdependence of all living things.

NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION
Dr. Dixie Ann Pemberton (301) 228-8200
Horn Point Environmental Lab., Box 775, Cambridge, MD 21613

The Council, charted in 1915, seeks to promote and improve on the effectiveness of geographic and environmental education at all levels of instruction. With close ties between geography and community study and field study, its membership includes teachers, scientists, planners, business, government, and recreational professionals. In addition to the *Journal of Geography* and its newsletter "Perspectives," NCGE has several series of slides and publications for educational uses.

NATIONAL EDUCATION ASSOCIATION
Dr. Barbara J. Yentzer (202) 822-7015
1201 16th Street, N.W., Washington, D.C. 20036

The National Education Association, representing 1.7 million teachers, believes that one of the nation's priorities must be the protection of the environment. The Association urges its affiliates to support instructional programs about the environment in the public schools, kindergarten through adult.

NATIONAL SCIENCE TEACHERS ASSOCIATION
Mr. John Padalino (717) 828-2319
Pocono Environmental Education Center
Keystone Junior College
R.D. 1, Box 268
Dingmans Ferry, PA 18328

The National Science Teachers Association serves science educators at the elementary, secondary, and college levels. Among NSTA concerns is the responsibility of science and science education in maintaining environmental quality. In 1985/86 NSTA is conducting a search for excellence in environmental education.

NATIONAL WILDLIFE FEDERATION
Mr. John Stone (703) 790-4353
1412 16th Street. N.W., Washington, D.C. 20036

The Federation seeks to create and encourage an awareness among the people of this nation of the need for wise use and proper management of those resources of the earth upon which the lives and welfare of us all depend: the soil, the water, the air, the minerals, the plant life, and the wildlife.

NEW ENGLAND ENVIRONMENTAL EDUCATION ALLIANCE
Dr. Ralph H. Lutts (617) 333-0690
Blue HIlls Interpretive Center, 1904 Canton Avenue, Milton, MA 02186

The New England Environmental Education Alliance promotes the education of environmental education professionals in New England. It also facilitates communication and collaboration among environmental educators to achieve EE goals. It conducts a regional conference annually. NEEEA operates in collaboration with EE organizations in New England.

NEW YORK STATE OUTDOOR EDUCATION ASSOCIATION
Mr. Edward J. Zero (518) 472-9028
16 Post Road, E. Setauket, NY 11733-3718

The New York State Outdoor Education Association is an organization that promotes outdoor education, encourages quality education through outdoor learning experiences, fosters an understanding of the natural world, and advances an awareness of the interdependence of man and the environment. Its services include an annual fall conference; regional workshops; professional assistance and resource material; a newsletter, "The Outdoor Path"; and a journal. The *Outdoor Communicator*.

NORTH AMERICAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION
Dr. John Disinger (614) 422-6717
ERIC/SMEAC, Ohio State University, Columbus, OH 43212

The North American Association for Environmental Education is a professional society whose mission is the improvement of environmental education in all educational institutions, both formal and nonformal. NAEE's annual conference has gained a reputation, nationally and internationally, as being a vehicle for communication of ideas relating to environmental education.

PENNSYLVANIA ALLIANCE FOR ENVIRONMENTAL EDUCATION
Mr. Dick Touvell (412) 376-7585
R.D. 3, Sandy Lake, PA 16145

The Pennsylvania Alliance for Environmental Education is an organization of individuals and groups interested in promoting environmental education in the Commonwealth. PAEE was instrumental in the establishment of a separate goal for environmental education, now one of Pennsylvania's 12 goals for quality education: "A quality education should help every student acquire the knowledge, skills and attitudes necessary to maintain the quality of life in a balanced environment." The Alliance brings people in Pennsylvania together to work toward assuring that this goal is implemented.

SAFARI CLUB INTERNATIONAL CONSERVATION FUND
Mr. Holt Bodinson (602) 747-0260
5151 East Broadway, Suite 1680, Tucson, Arizona 85711

An active sportsmen's organization with 78 chapters and the affiliation of 36 state, regional, national, and international sportsmen's groups, SCICF represents a network of more than 900,000 sportsmen/conservationists. SCICF promotes wildlife research; educational scholarships; and has established a unique international education program, the American Wilderness Leadership School near Jackson, Wyoming. The nine-year old school expressed SCICF's belief that public education about natural resources and their use is vital to the future of the country and local communities.

SOIL CONSERVATION SOCIETY OF AMERICA
Mr. Thomas W. Levermann (202) 447-5063
Soil Conservation Service, Box 2890, Washington, D.C. 20013

A nonprofit organization of 13,000 members, the Society seeks to advance the science and art of good land use through national and chapter educational action programs. It publishes the *Journal of Soil and Water Conservation* and a broad array of special publications on conservation.

UNITED AUTO WORKERS/CONSERVATION DEPARTMENT
Mr. John Yolton (313) 926-5271
8000 East Jefferson Avenue, Detroit, MI 48214

Conducts educational workshops on environmentally related subjects for activists and members of UAW Local Unions in the United States and Canada. In 1976, it hosted week-long national education conference on Jobs and the Environment at its Family Education Center on Black Lake in northern Michigan. It uses solar equipment installed there as a demonstration project for energy-conservation class participants.

WESTERN REGIONAL ENVIRONMENTAL EDUCATION COUNCIL
Mr. Rudolph J.H. Schafer (916) 323-2602
State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

The Council includes department of education and resource management personnel from 13 western states. It works to advance state and regional, formal and nonformal educational programs in cooperation with public and private agencies.

ZERO POPULATION GROWTH
Ms. Deborah Brouse (202) 332-2200
1601 Connecticut Avenue, N.W., Washington, D.C. 20009

The Zero Population Growth Population Education Program conducts workshops for educators. Information on population environmental relationships is presented and teaching methodologies, including games, simulations, and other activities, are conveyed to participants. The program develops and disseminates curriculum materials and publishes a newsletter for educators.

HEADQUARTERS ADDRESSES
(Where different from that of the Alliance Board Members)

American Federation of Teachers
11 Dupont Circle, N.W.
Washington, D.C. 20036
(202) 797-4400

National Audubon Society Inc.
950 Third Avenue
New York, New York 10022
(212) 546-9123

American Nature Study Society
c/o Dr. John Gustafson, Treasurer
5881 Cold Brook Road
Homer, New York 13077
(607) 749-3655

National Council for Geographic Education
Department of Geography
Western Illinois University
Macomb, Illinois 61455
(309) 298-2470

Conservation Education Association
c/o Dr. Dennis Bryan
Secretary/Treasurer
University of Wisonsin-Green Bay
Green Bay, Wisconsin 54301-7001

National Science Teachers Association
1742 Connecticut Avenue, N.W.
Washington, D.C. 20009
(202) 265-4150

The Humane Society of the U.S.
2100 L Street, N.W.
Washington, D.C. 20037
(202) 452-1100

North American Association for Environmental Education
5995 Horsehoe Bend Road
P. O. Box 400
Troy, Ohio 45373
(513) 698-6493

National Association of Conservation Districts
1025 Vermont Avenue, N.W.
Suite 1105
Washington, D.C. 20005
(202) 347-5995

Soil Conservation Society of America
7515 Northeast Ankeny Road
Ankeny, Iowa 50021
(505) 289-2331)

Western Regional Environmental Education Council
Richard Kay, Pres.
Idaho State Dept. of Education
Len B. Jordan Office Bldg. 650
State Street,
Boise, Idaho 83720
(208) 334-2281

Information for affiliation with the ALLIANCE FOR ENVIRONMENTAL EDUCATION

Criteria for affiliation:

The objectives of the Alliance for Environmental Education (AEE) are to improve the effectiveness and enlarge the efforts of formal and nonformal education in helping learners perceive environmental problems and assume a personal commitment for improving the quality of life on Earth; to increase public understanding of the significance of environmental education in maintaining and improving environmental quality; to encourage research, experimentation, and other original work in environmental education; to facilitate contributions for improving the quality of life in all segments of society; to make available to organizations scientific data and other information pertinent to the conduct of environmental education programs; to provide information on actions of the legislative, executive, and judicial branches of government affecting environmental education; and to abide by lawful activities under 501(c)(3). There are organizations and societies that have similar objectives or have interest in supporting these objectives. AEE is an affiliation of organizations formed to further these objectives. Association among affiliates can be one mutually useful way of furthering these objectives.

Criteria for affiliation with AEE are below; final judgment on whether or not a 501(c)(3) organization satisfies these criteria rests with the AEE Board of Directors.

1. Its objectives are clearly directed toward, or consistent with the objectives of the AEE.
2. Its programs and record of activities demonstrate interest in and/or support of furthering environmental education, teaching environmental education, publications, and research.
3. It has sufficient interest in participating in AEE activities and has been in existence for a sufficient time (usually at least three years) to give promise of continued support and worthwhile activity.

(Adopted by AEE Board of Directors on August 12, 1983.)

Procedures for affiliation with AEE:

The president or other appropriate officer of an organization that is interested in affiliating with AEE should send a letter to the AEE president-elect stating why the organization is interested in being considered for affiliation. With the letter should be sent:

1. A statement that gives the year of founding; total number of members; a list of their journals and other publications, indicating frequency of their publication; or other evidence of interest in support of research, teaching environmental education, or furthering environmental education.
2. A brief history of the organization, including its objectives.
3. A copy of its constitution and bylaws and, where applicable, articles of incorporation. (A recent list of its governing board and their addresses.)
4. The names and addresses of current officers and the same information for the preceding three years.
5. Evidence of environmental education activity such as:
6. Three copies of the organization's most recent publications.

No later than January 15, the completed application should be mailed to the president-elect of AEE for presentation to and consideration by the Committee on Affiliation at a spring meeting. The committee's recommendation will be submitted to the Board of Directors either through the mail or at the following annual meeting.

The committee on Affiliation requests that each prospective affiliate send delegates to the meeting at which its application will be considered and to the Board of Directors meeting at which final action will be taken. Prospective affiliates will be informed in advance of exact times and locations of these meetings.

(Adopted by the Committee on Affiliation, AEE, June 16, 1982. Adopted by AEE Board of Directors, August 12, 1983.)

INQUIRY FORM

Mail to: ALLIANCE FOR ENVIRONMENTAL EDUCATION
Box 1040, 3421 M St., N.W.
Washington, D.C. 20007

Our organization is interested in participating in the Alliance for Environmental Education.

Yes No

_____ _____ Please consider expediting our application by telephone. Call _____

This application includes:

_____ Everything listed in *Procedures for Application.*

Everything except _____

_____

_____ _____ Enclosed is a check or purchase order for $150 made payable to the Alliance for Environmental Education.

_____ _____ _____
First Name MI Last Name

_____ _____
Position in Organization Name of Organization

_____
Complete mailing address including ZIP code

_____

_____ _____
Telephone number